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ABSTRACT

This statistical profile provides, through text and charts, an overview of the types of postsecondary institutions in Michigan (including public 4-year universities, independent colleges and universities, public community and junior colleges, and proprietary schools and other postsecondary education institutions) and their governance. Opinions of Michigan adults are reported concerning the importance of college education, the community college role in adult job training, responsibility for remedial education, reasons for choosing a community college rather than a public university, and so on. Enrollment data are offered for type of institution, full-time or part-time status, course of study, age, undergraduate versus graduate level, race/minority group, transfer students, and county of residence. Information on financial assistance covers tuition and fees, sources of support, and numbers of needy students. A section on outcomes presents data on degrees by institution and program area, proportion of degrees earned by females, and number of degrees earned by various ethnic groups. Statistics on state appropriations, total revenues, revenue trends, and expenditures are reported. Concerning staff, data are recorded for numbers of full-time faculty analyzed by race, tenure status, gender, and salary. Library data cover number of volumes, new volumes added, subscriptions, library attendance, and reference transactions. (JDD)

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Conditions in Postsecondary Education in Michigan 1989

A Profile of Postsecondary Education in Michigan

MICHIGAN STATE BOARD OF EDUCATION

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November 1989

CONDITIONS IN POSTSECONDARY EDUCATION IN MICHIGAN

1989

A PROFILE OF POSTSECONDARY EDUCATION IN MICHIGAN

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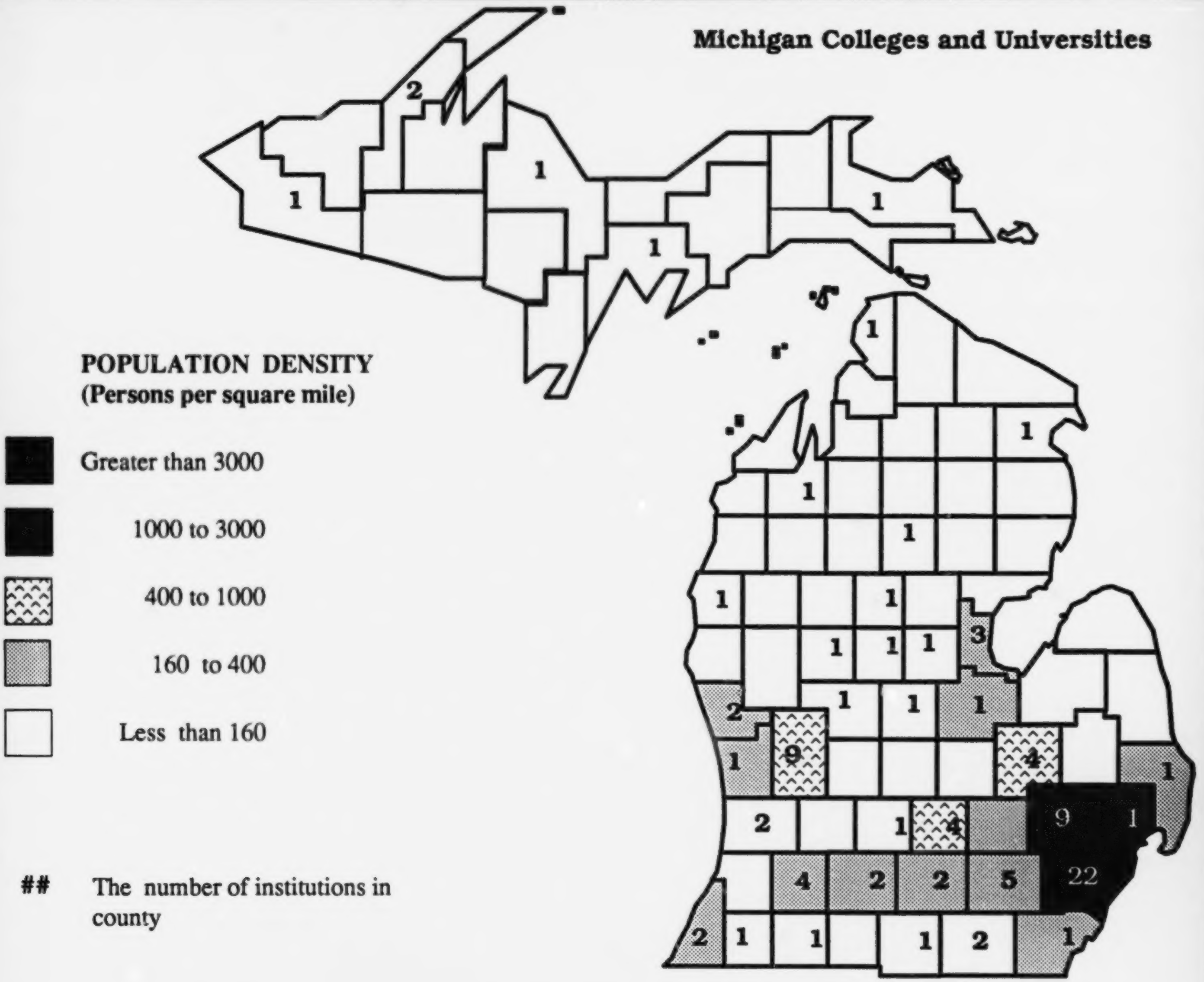
OVERVIEW

The location of Michigan's public universities, community colleges and independent colleges echoes the long-term population settlement patterns in the state. In 1980, the U.S. Census counted more than nine million people living in Michigan. More than two-thirds of these people resided in the southern half of the lower peninsula, in a belt composed of Standard Metropolitan Statistical Areas and cities of 25,000 population or more.

During the 1980's, population shifted somewhat toward the north and west of the lower peninsula. By 1988, figures from the U.S. Census and the Michigan Department of Management and Budget showed that more than a dozen counties in the north and north-central areas of the lower peninsula had experienced population growth from 8 to 26%, compared to 1980 counts. In contrast, many counties in the south and east areas of the state and all of the upper peninsula had experienced either population decline of 1 to 12% or very slight increase. In southeast Michigan, only counties immediately north of Detroit showed much growth.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Michigan Colleges and Universities

POPULATION DENSITY
(Persons per square mile)

■ Greater than 3000

■ 1000 to 3000

▨ 400 to 1000

▒ 160 to 400

□ Less than 160

## The number of institutions in county

MICHIGAN POSTSECONDARY EDUCATION

OVERVIEW

TYPES OF INSTITUTIONS:

The State of Michigan has 15 public universities, 29 public community and junior colleges, and 53 independent non-public two- and four-year colleges and universities. Three of the public universities also perform community college functions. Michigan also has over 300 proprietary private vocational schools that are licensed by the State Board of Education.

I. Public Four-year Universities:

The public four-year universities make several unique contributions in research, in service to the state and the region, and in instruction at the undergraduate and graduate levels. Some of the universities provide high-market demand, mainly technical, two- and four-year undergraduate instruction. Some focus upon broadly based and regionally accessible general four-year instruction, non-technical business training, professional graduate education and regional public services. In addition, general state universities offer comprehensive four-year undergraduate instruction, broadly based business, professional and graduate instruction, extension programs through the masters' degree, and economic development assistance to business and industry.

Michigan's nationally recognized public research universities offer advanced graduate and professional instruction, comprehensive baccalaureate instruction (often leading to graduate work) and basic and applied research. The research universities provide support critical for Michigan's success in agriculture, economic development, social research and technology transfer.

Overall, the public universities offer a great diversity of programs: from professional education in medicine and law to adult education, from unique graduate programs in specialized research areas to accessible teacher preparation programs at many institutions. Along with this diversity, the universities provide similar programs in the general liberal arts curriculum, offering residents of Michigan broad access to core baccalaureate programs. The public universities maintain a wide range of basic and applied research activities that the state and the nation require as resources to prepare for future changes and development.

II. Independent Colleges and Universities:

The independent colleges present Michigan residents with a variety of very specialized education opportunities and environments that complement the public education offerings. They offer certificate and associate degree programs; church affiliated terminal programs; baccalaureate programs, including liberal arts and teacher education; and graduate/professional programs leading to post-graduate degrees in many disciplines. Independent colleges must offer programs leading to a degree or offer two or more years for transfer to a degree granting Michigan institution of higher learning which is recognized by the State. In addition to their regular course offerings for traditional students, Michigan independent colleges provide numerous special programs ranging from weekend courses for professionals to seminars for senior citizens. Special and continuing education courses often are held on weekends, evenings and early mornings, at locations both on and off campus.

Independent colleges and universities are recognized by the State Board of Education when they have been incorporated under Act 327 of the Public Acts of 1931, as amended. The State Board of Education, through MDE staff, ensures that the articles of incorporation clearly define the educational activity of the proposed corporation and that specific limits to activity are defined. Any unincorporated non-public colleges are also brought under the authority of the State Board of Education through Act 142 of Public Acts of 1964, as amended, the Unincorporated Institutions of Higher Learning Act, which authorizes the State Board of Education to establish minimum requirements for degrees or awards.

III. Public Community and Junior Colleges:

The community colleges have individually established missions to provide opportunities for individuals from all walks of life to pursue career and life goals. Students may earn an associate's degree while pursuing a liberal arts or pre-professional program designed to provide transfer credit to four-year institutions. Community college vocational-technical programs culminate with an associate's degree or a certificate specific to an occupational area. Local industry apprentices receive related trade instruction in many of the community colleges. In addition, many continuing education and community service programs are designed for students who wish to attend college during evening and weekend hours, at local business and industrial sites or through television instruction. The community colleges provide developmental education courses to strengthen students' basic communication, mathematical and study skills. They also provide an array of student services including counseling, financial aid and planning and job placement.

Through educational activities, the community colleges attempt to enhance the economic, cultural, intellectual and social life of the community. The community colleges cooperate with high schools, colleges and universities, community agencies and other community groups in an effort to identify and meet the educational needs of the community.

IV. Proprietary Schools and Other Postsecondary Education Institutions:

A wide array of non-degree programs are available to students at more than 300 proprietary schools, which are licensed by the State Board of Education's Proprietary School Unit, under Act 148 of the Public Acts of 1943, as amended (Private Trade Schools, Business Schools, and Institutes). These schools are designed to assist those who need particular skills for employment and typically do not require any particular level of previous education. The proprietary schools are generally very specialized and deal with a single occupation or a cluster of related occupations.

Several types of training programs are licensed by other State agencies. Examples include aeronautics schools, licensed by the Department of Transportation; barber schools, cosmetology schools, and nursing *schools, licensed by the Department of Licensing and Regulation; and commercial driving schools, licensed by the Department of State.*

Governance

Michigan enjoys a relatively autonomous structure in the area of higher education. The Constitution of 1963, which created the current State Board of Education, gave the boards of control of the individual public colleges authority to supervise their respective institutions and to control expenditure of institutional funds. The three research universities are supervised by individual boards of control elected by the citizens of Michigan; the University of Michigan board controls all three branches, each of the remaining public universities is governed by its own board of control appointed by the governor.

The community colleges are supervised and controlled by locally elected boards. The State Board for Public Community and Junior Colleges, called for by the Constitution of 1963 and appointed by the State Board of Education, advises the State Board of Education concerning community colleges in regard to their general supervision, planning and requests for annual appropriations.

The State Board of Education, an elected body, was authorized to plan and coordinate higher education and to advise on the system's financial needs and requirements. The Bureau of Postsecondary Education is the agent of the State Board of Education in carrying out its constitutional roles in the areas of teacher education, student financial assistance and coordination of higher education.

Bureau of Postsecondary Education

- *Higher Education Management Services (HEMS) performs various higher education planning and coordination responsibilities and provides staff support for the State Board for Public Community and Junior Colleges, the Higher Education Facilities Authority, and the State Board Advisory Committee on Postsecondary Education. The major objectives of this program include administering federal vocational* postsecondary programs; reviewing and recommending proposed new academic programs at independent institutions; certification of training and education programs for veterans administration approval; reviewing proposed new collegiate institutions and revisions to existing charters; and, administering the Private Occupational Schools Act. HEMS also administers the Michigan Postsecondary Education Database System, the database on all postsecondary institutions, and collects data on enrollments, racial/ethnic characteristics, tuition, revenues, expenditures, etc. In general, this services area provides support to the State Board of Education on Higher Education policy.

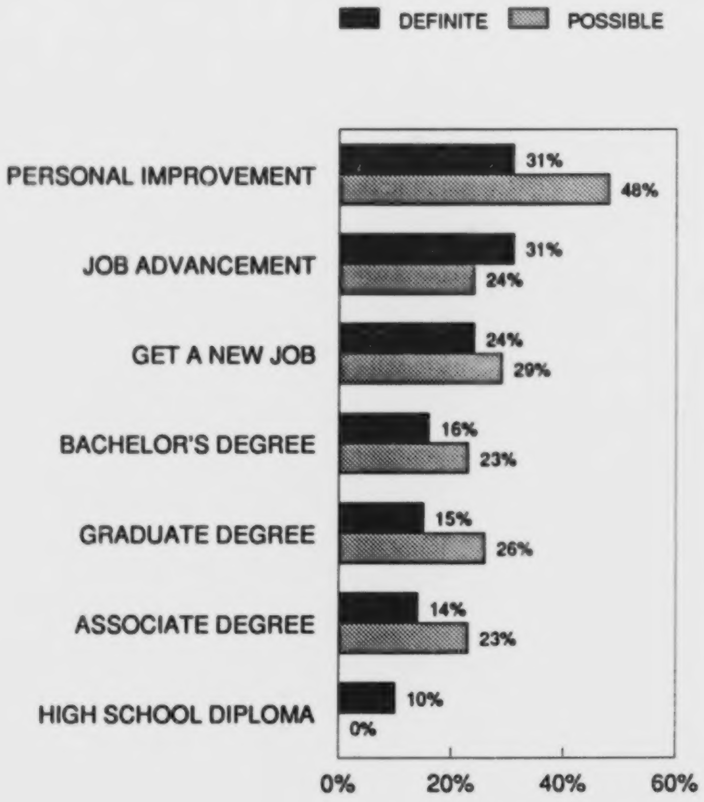
- Student Financial Assistance Services (SFAS) assures equality of access to postsecondary education by administering programs providing financial assistance to students with limited family resources. Michigan residents may qualify for a state scholarship to be used at any college or university of Michigan, or a tuition grant to be used at private colleges. Activities include encouragement and coordination of lending agency participation in state-supported loan programs and the administration of the Direct Student Loan program, which provides loans to students who are unable to obtain them at a private institution.

- Office of Minority Equity oversees the King•Chávez•Parks Initiative, a multi-program endeavor designed to increase the number of minority students who graduate from college. The Initiative includes programs to introduce 7th-11th grade minority students to college life; to mobilize the natural support systems in minority communities to work together with the schools and universities to expose a greater number of students to the steps they must take to successfully achieve a college education; to provide financial support for graduate students who pursue a college teaching profession; to bring visiting minority professors to public university campuses; to increase the number of minority students who transfer from community college to baccalaureate programs; and to provide support for minority students who enter four-year institutions. The office acts as ombudsman to resolve reports of barriers to minority success on state university campuses.

- Teacher/Administrator Preparation and Certification Services administers the Teacher/Administrator Certification Code and issues provisional, permanent, and continuing certificates to qualified teacher candidates and various types of administrator certificates to qualified administrator candidates. The program issues certificates and/or endorsements based on institutional recommendations, assures that certification recommendations from Michigan teacher institutions are correct, and determines if teacher personnel are appropriately assigned. The service area also reviews teacher/administrator preparation programs and conducts a periodic review of these programs. In addition, it conducts supply/demand studies, prepares an annual state-wide professional personnel register, issues permits, and conducts hearings relative to certification revocations.

OPINIONS

COLLEGE EDUCATION VERY IMPORTANT -- WHY?



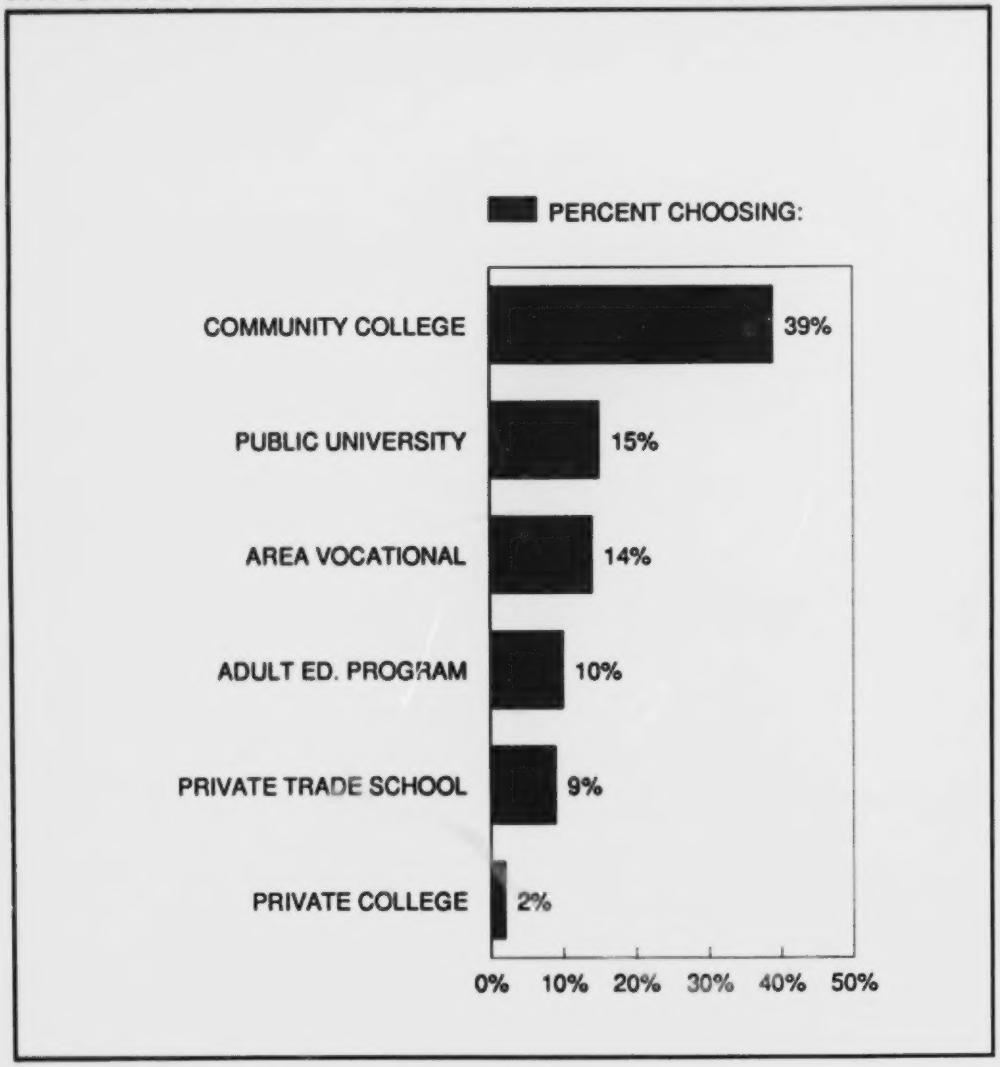
Most Michigan adults (88%) surveyed in a Project Outreach statewide poll in 1989 believed that a college education is very important today, an increase from 74% holding that opinion in 1984.

Most Michigan adults said they would definitely or possibly be interested in going back to school for personal improvement or to qualify for job advancement.

Getting a new job or acquiring a specific degree were mentioned as other reasons for definitely or possibly returning to school.

Ten percent of the 800 respondents were already enrolled in college at the time of the study, May, 1989.

MICHIGAN ADULT JOB TRAINING: A COMMUNITY COLLEGE ROLE



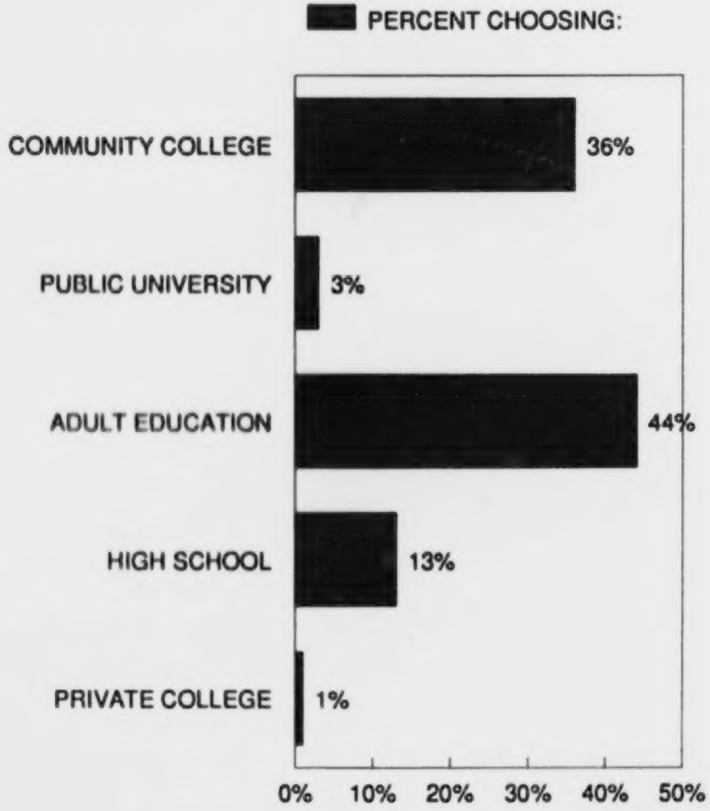
Residents most often chose community colleges as the site for adult job training.

Community colleges in Michigan do a substantial amount of job training through such programs as Quik Start and through programs funded by the Job Retraining and Investment Fund (JTRIF).

Public universities, area vocational centers, adult education programs and private trade schools also were chosen by residents as adult job training sites.

Related questions focussed on training in modern technology showed that community colleges and public universities were chosen equally often (25% each).

SHARED RESPONSIBILITY FOR REMEDIAL EDUCATION

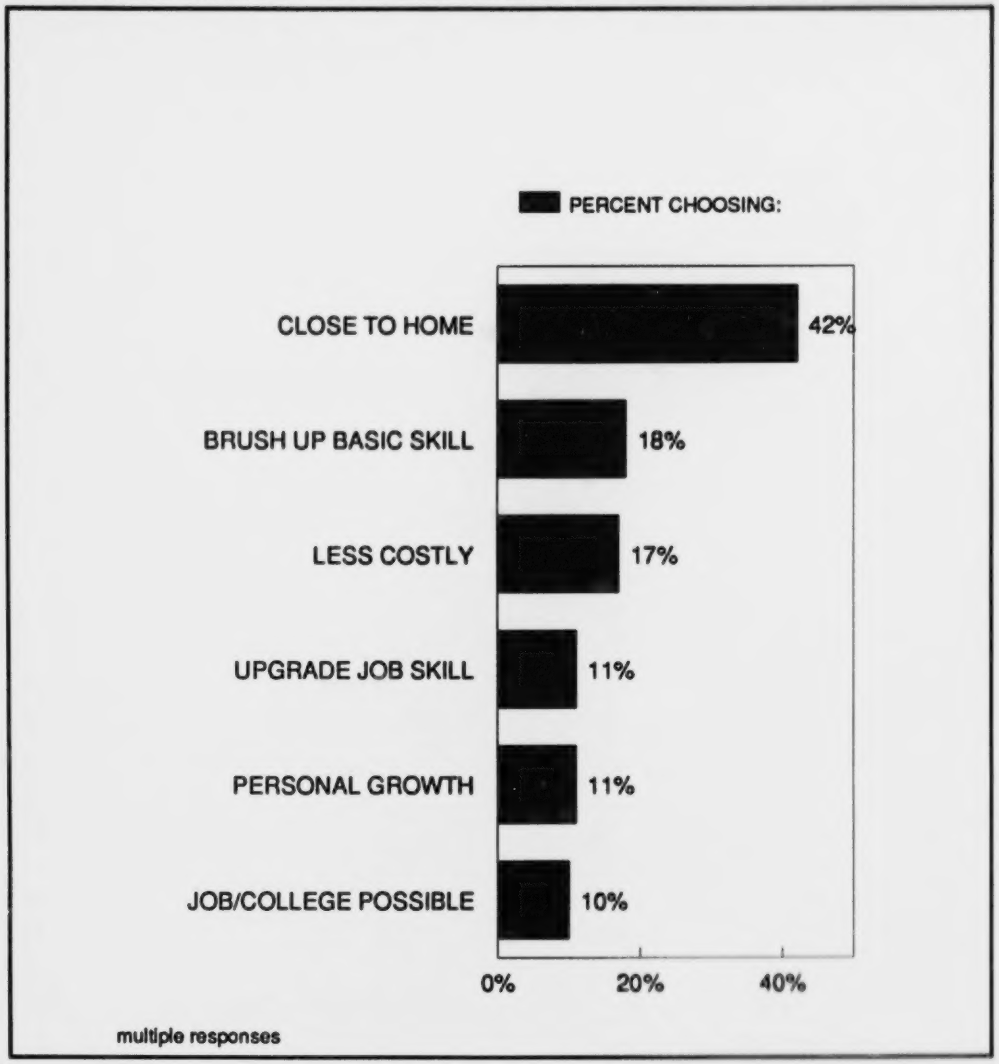


Adult education programs were seen by most survey respondents as the appropriate site for remedial education, followed closely by community colleges.

High schools, public universities and private colleges each received some choices as sites for remedial education.

All community colleges in Michigan offer some remedial/developmental courses; most public universities either have developmental courses or offer special support programs to assist students in regular courses.

COMMUNITY COLLEGES CHOSEN BY RETURNING ADULTS



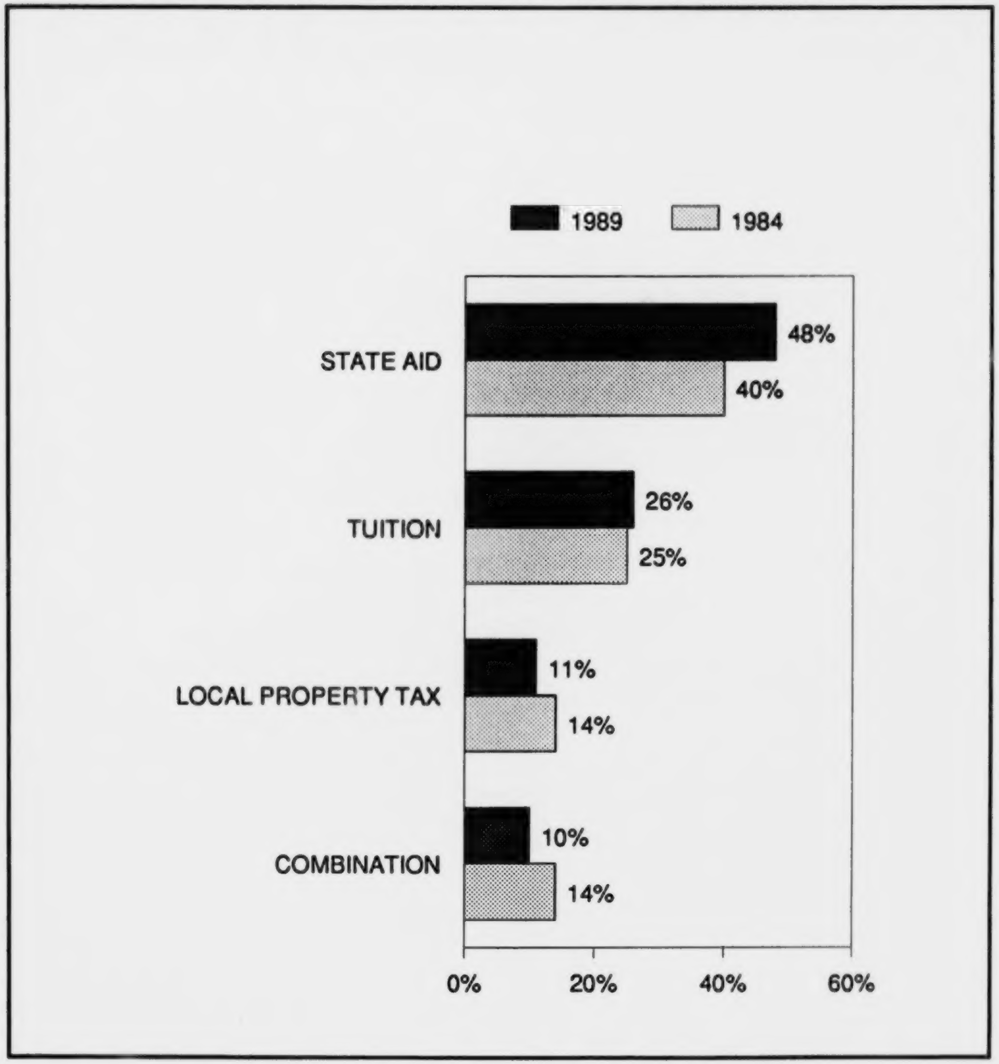
multiple responses

Almost half of those residents who said they are likely to return to college would choose a community college while 26% would choose a public university.

Half of those interested in university education would be willing to take credits at a community college for transfer.

Proximity to home was the major advantage of community colleges. Respondents also chose community colleges as less costly colleges where they could brush up on basic skills.

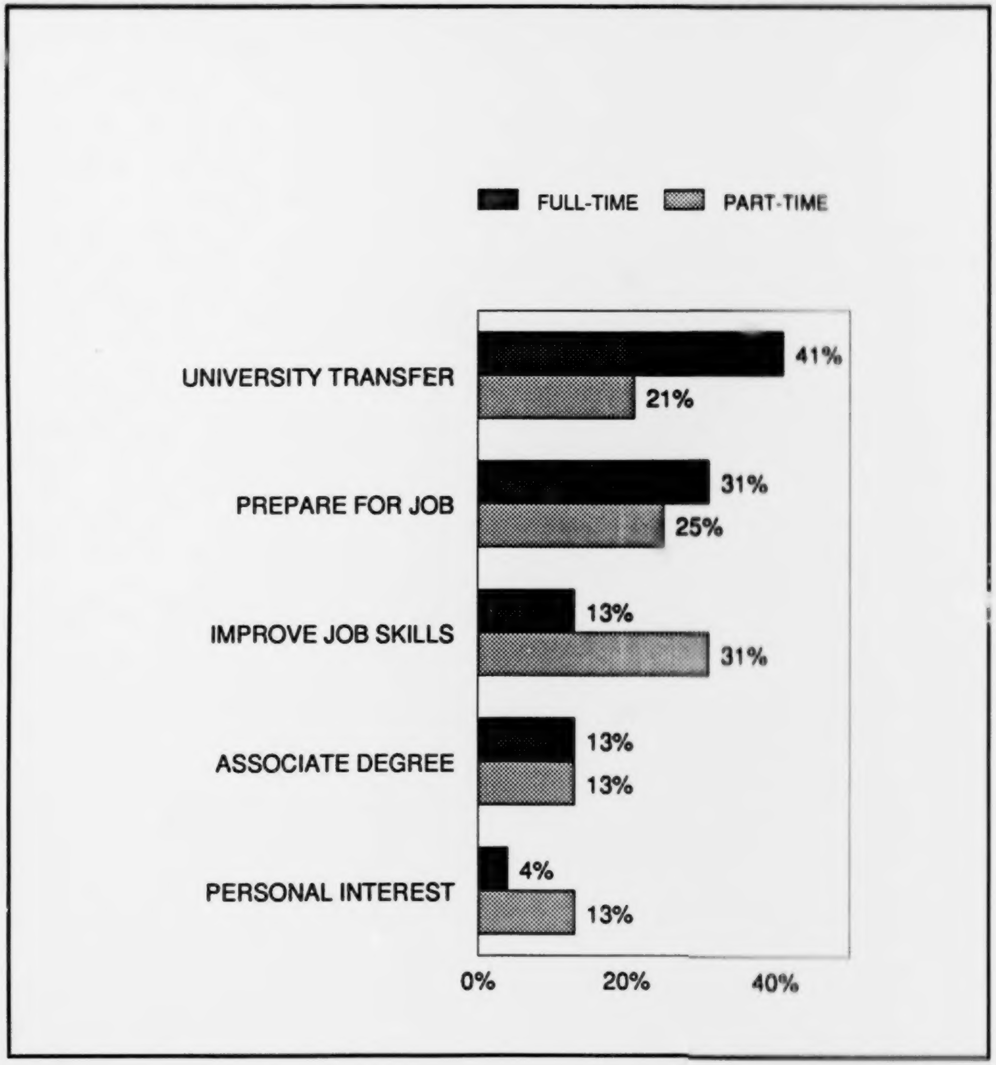
STATE AID SHOULD PLAY MAIN ROLE IN FUNDING



Michigan residents interviewed in 1989 were more likely to say that state aid should fund community colleges, compared to 1984 opinions.

Local property taxes were seen as the ideal funding source by only 11% of residents in the 1989 poll, down from 1984 numbers.

TRANSFER ONE GOAL OF COMMUNITY COLLEGE STUDENTS

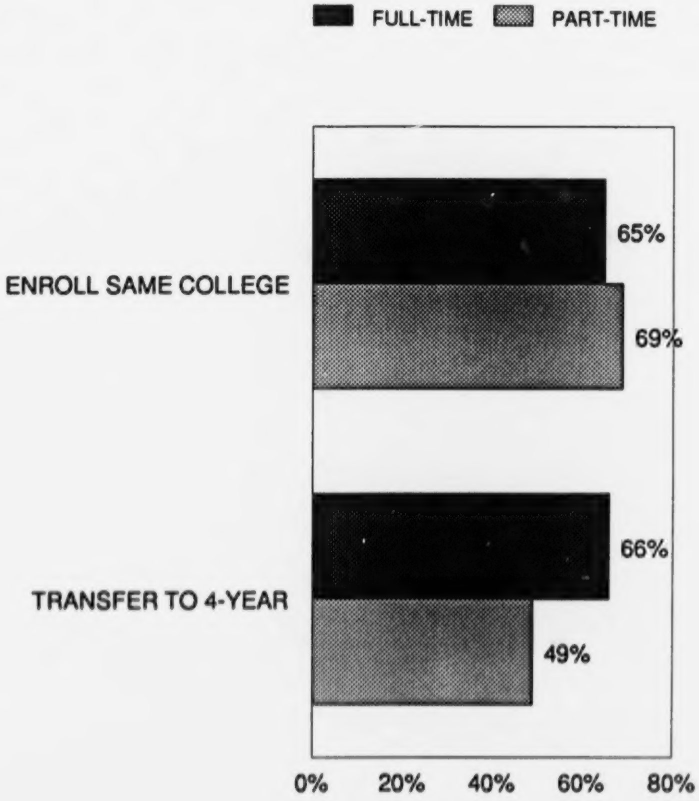


In a Project Outreach poll of community college students in 1988, nearly one-third of those polled said their main goal was to obtain credits to transfer to a university. Full-time students especially mentioned this goal. Community college students also hoped to prepare for a future job (28%) and to improve existing job skills (21%).

Full-and part-time students equally (13%) mentioned attaining an associate's degree as a main goal.

Students focused more on degrees and transfer to university than did the adults sampled in the 1989 poll.

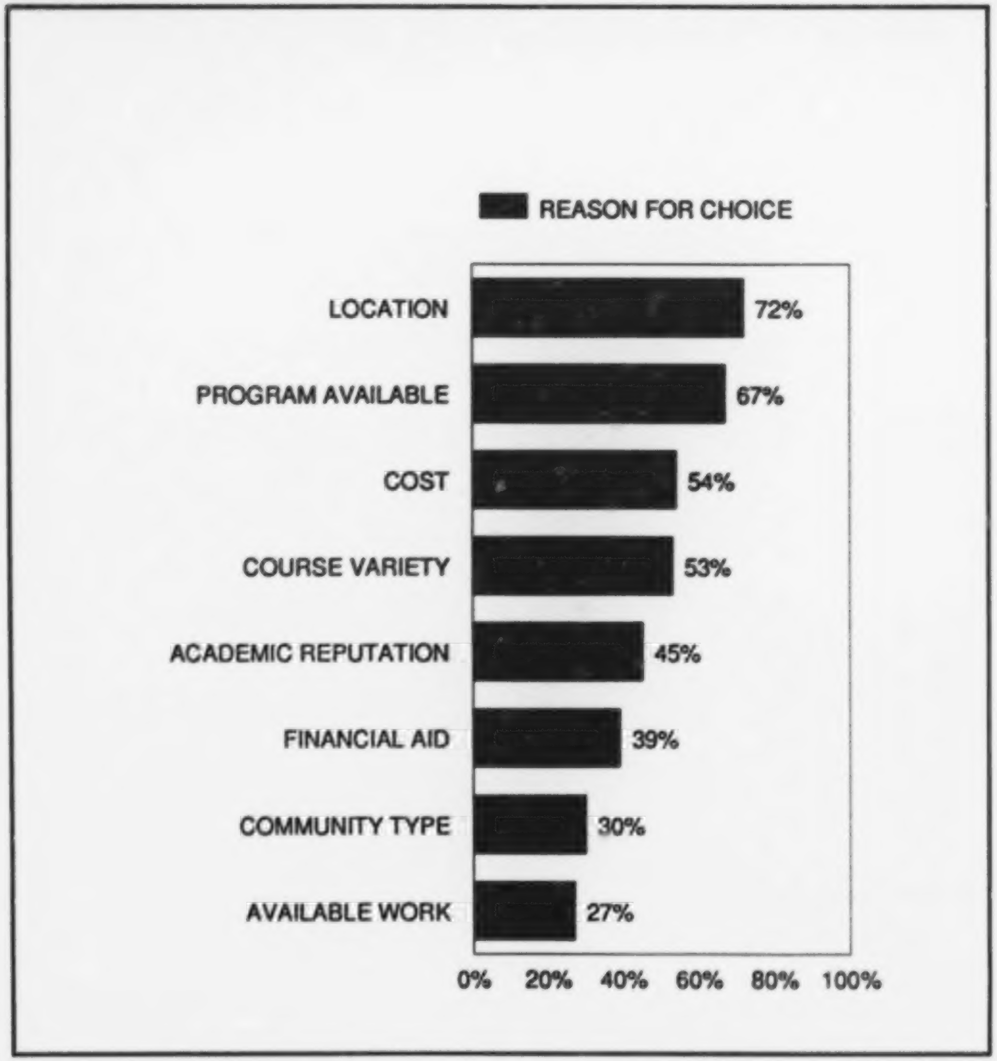
MOST COMMUNITY COLLEGE STUDENTS INTEND TO CONTINUE



Most students questioned intended to return to the community college the next term, true both for full and part-time students.

While 66% of full-time students intended to transfer to a 4-year college, only 49% of part-timers held that aspiration.

COLLEGE LOCATION CRUCIAL TO COMMUNITY COLLEGE STUDENTS



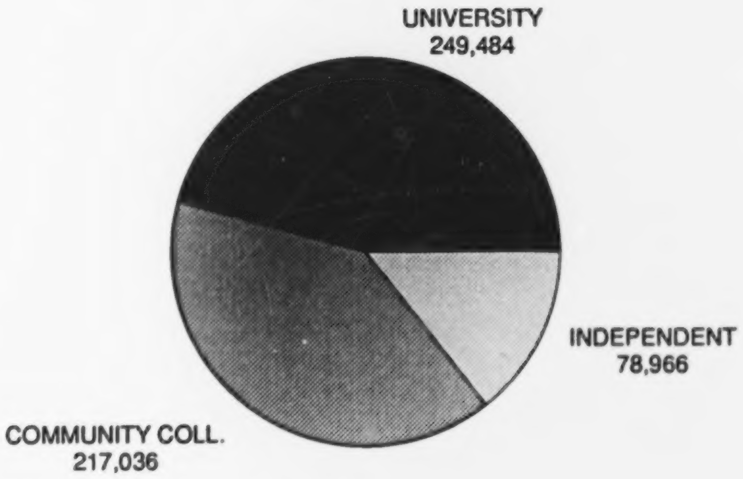
Most students mentioned the location of the college as the "very important" reason for their choice of the community college.

Full- and part-time students were quite similar in rating the importance of available programs, costs, variety of courses, academic reputation, and type of community.

Full-time students more often mentioned the availability of financial aid as an important reason for their choice of college.

STUDENTS

ENROLLMENTS IN HIGHER EDUCATION IN MICHIGAN, 1988

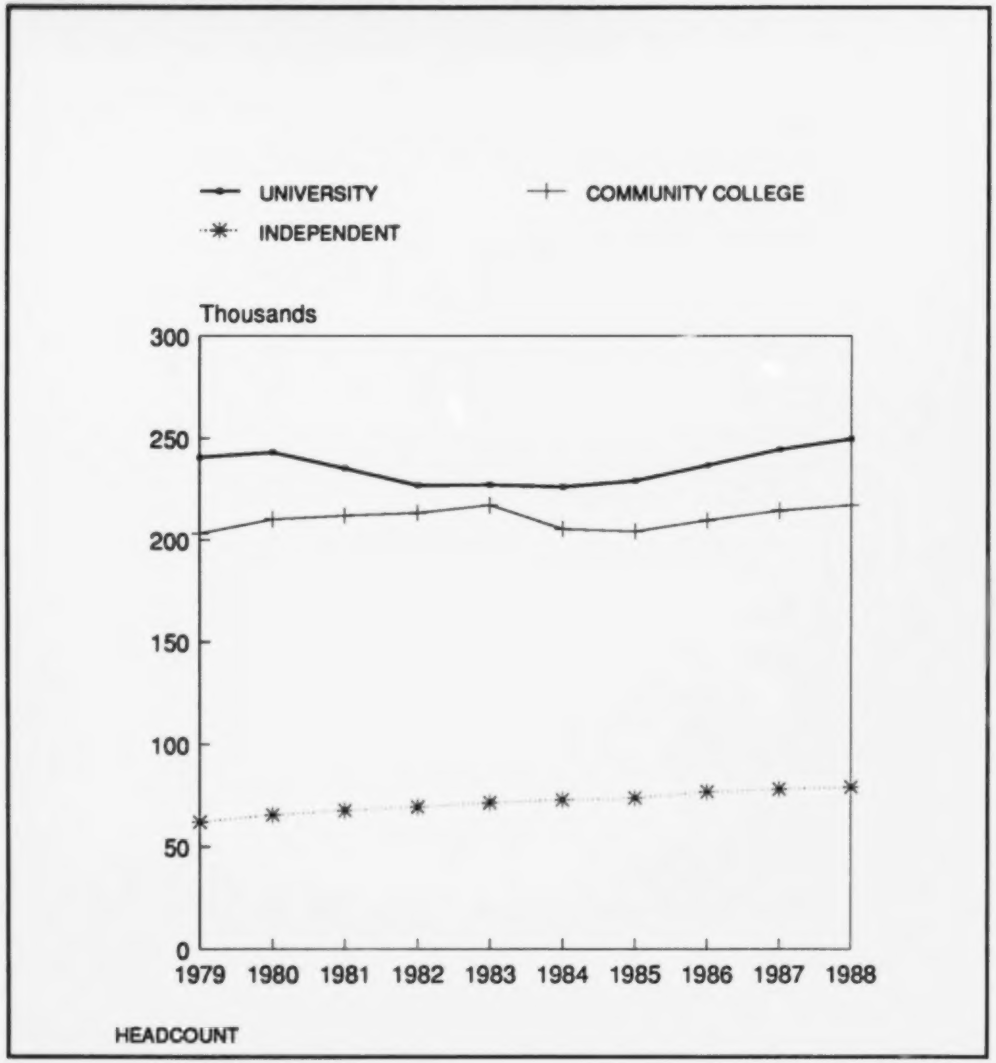


Michigan colleges enrolled more than half a million students in 1988, showing a 3% increase from 1980 and the highest headcount enrollment in higher education.

Michigan ranks 6th among the states in college enrollment. Overall, more than 12 million students enrolled in colleges in the United States in 1988.

Michigan's public universities enrolled almost a quarter million students in 1988, or 46% of all the state's college students. Community colleges accounted for 40% and independent colleges for 14% of the total enrollment.

FALL ENROLLMENT HISTORY

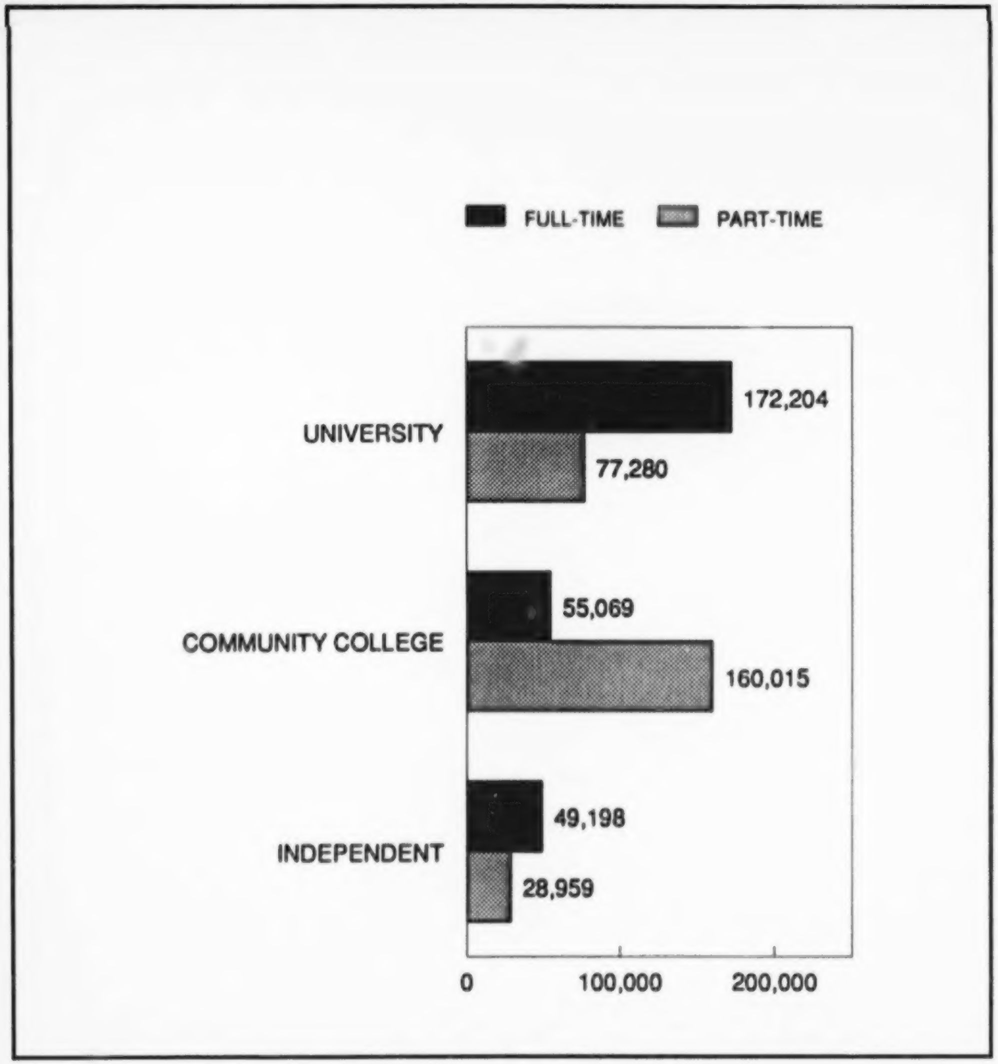


Public universities had steady enrollments throughout the decade, with a slight dip in 1982 and 1983 and growth since that point.

Community colleges grew in headcount enrollment until 1983, dipped through 1985 and turned up again.

Independent colleges have shown slow and steady enrollment growth throughout the decade, reaching 79,000, the highest level recorded, in 1988.

FULL AND PART-TIME ENROLLMENTS IN MICHIGAN, 1988

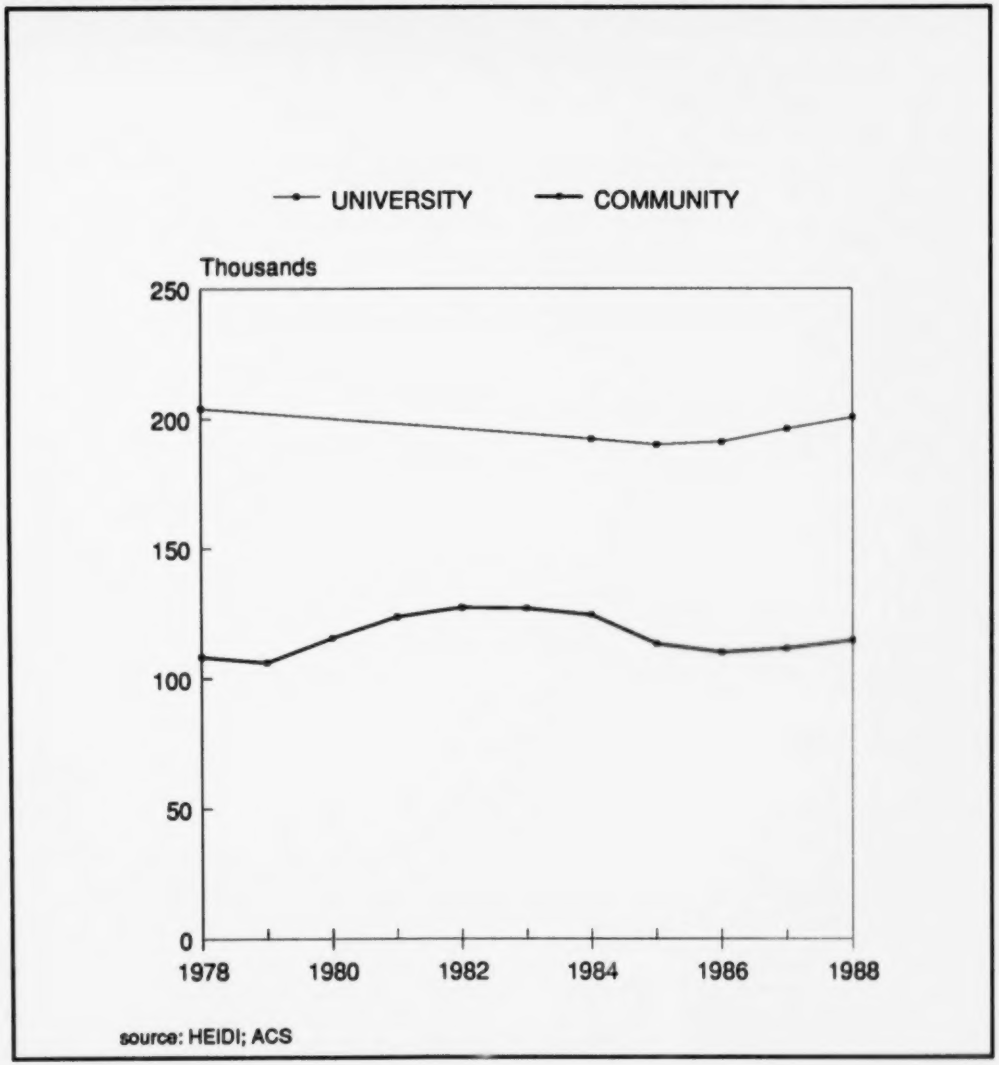


Public universities enrolled more than twice as many full-time as part-time students, even when graduate students are included in the count. Similarly, national data for 1987 showed public universities enrolled 3.7 million full-time students but only 1.7 part-time students, including all levels of students.

Michigan community colleges enrolled three times as many part-time as full-time students. Across the nation, a two-to-one ratio is the average for community colleges.

Independent colleges enrolled almost as many full-time students as did community colleges, but with far fewer part-time students. Again, Michigan data echo national patterns.

FISCAL YEAR EQUATED ENROLLMENTS AT PUBLIC INSTITUTIONS, 1988



source: HEIDI; ACS

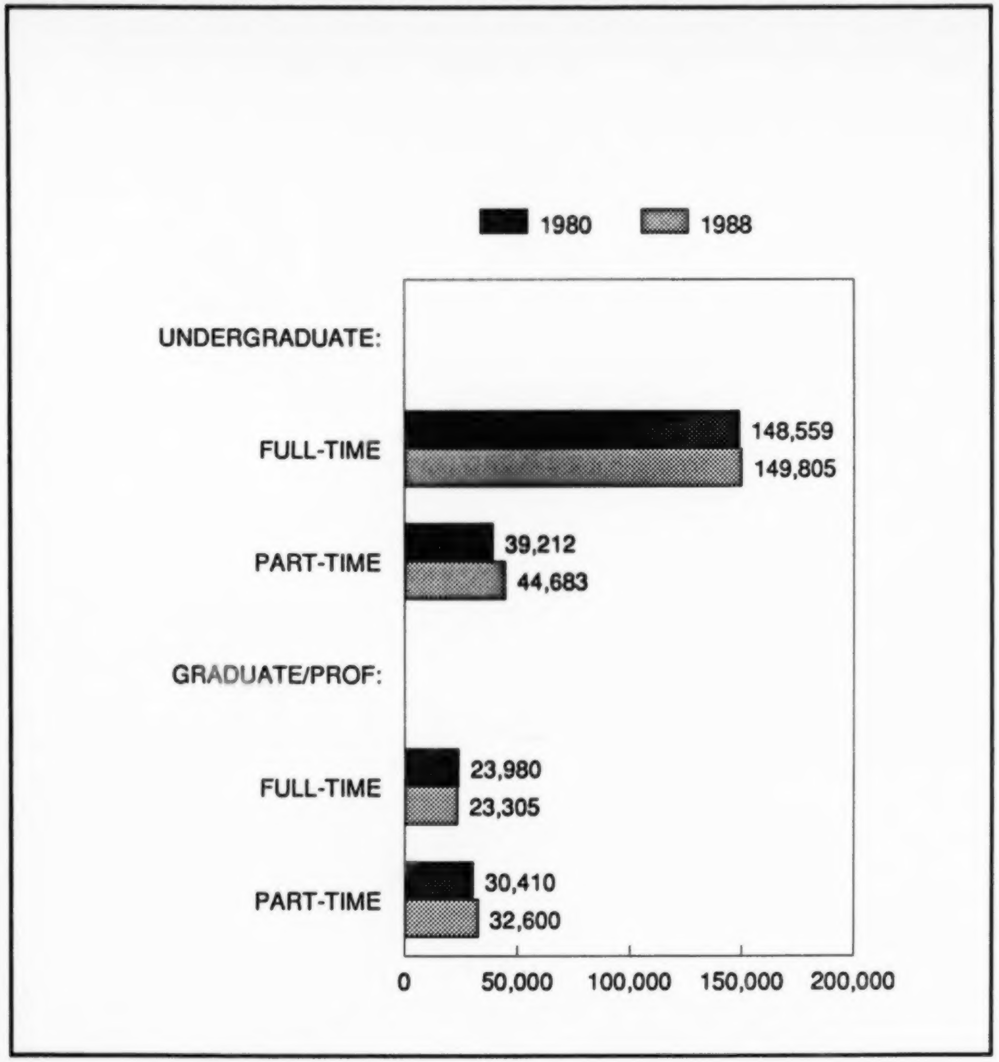
The number of Fiscal Year Equated Students (FYES) at public universities has risen slowly since 1985, following a 5% decline from a 203,895 enrollment in 1978.

Currently university enrollments total more than 200,000 FYES, consistent with the greater full-time than part-time enrollment at universities.

Community college FYES enrollment grew dramatically to 1976, dropped until 1979, and rose to record highs in 1982 and 1983 before dropping again in 1986.

Community colleges, with their large part-time enrollments, show only about half as many FYES as headcount enrollment.

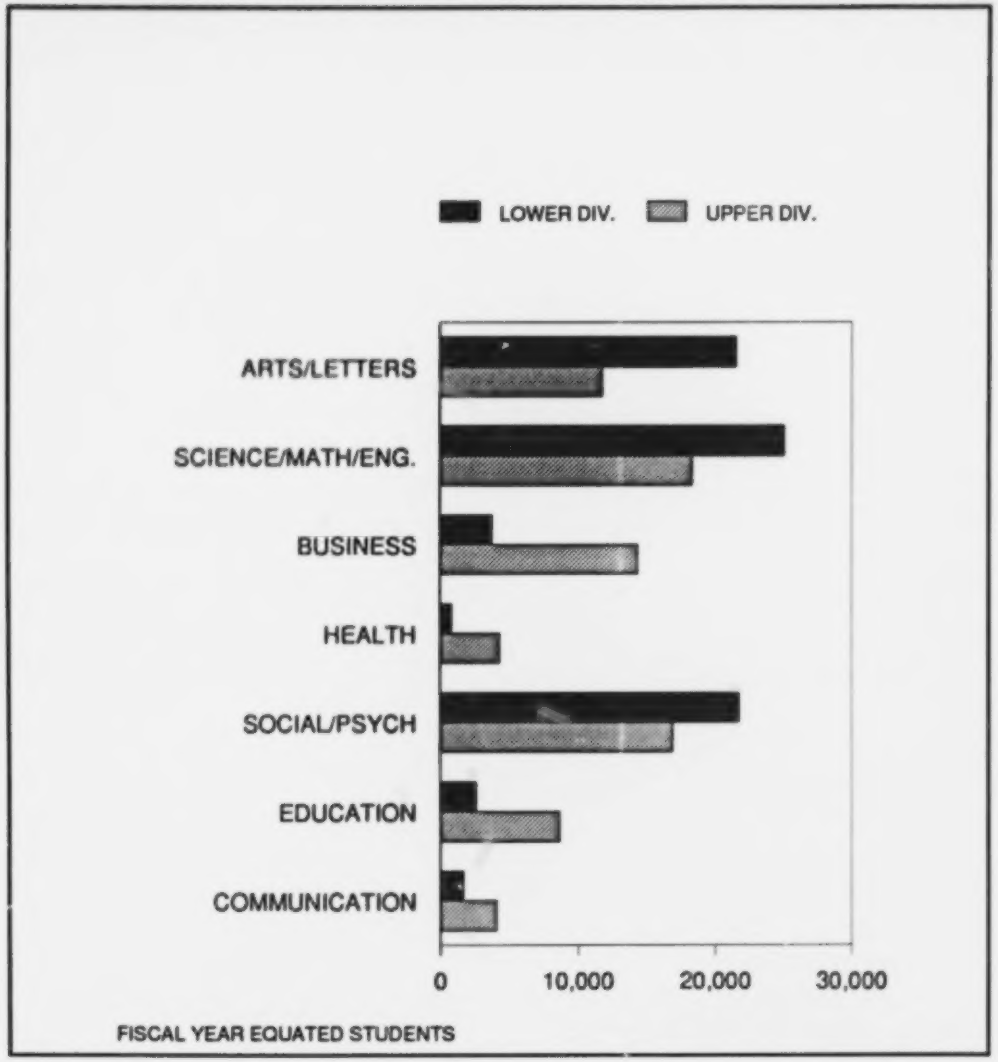
PUBLIC UNIVERSITY UNDERGRADUATE AND GRADUATE ENROLLMENTS



Numbers of full-time undergraduate and graduate students were almost identical in 1988 to 1980 levels.

Both graduate and undergraduate enrollment patterns show most growth among part-time students, compared to 1980 figures.

UNIVERSITY UNDERGRADUATE COURSE ENROLLMENTS, 1988



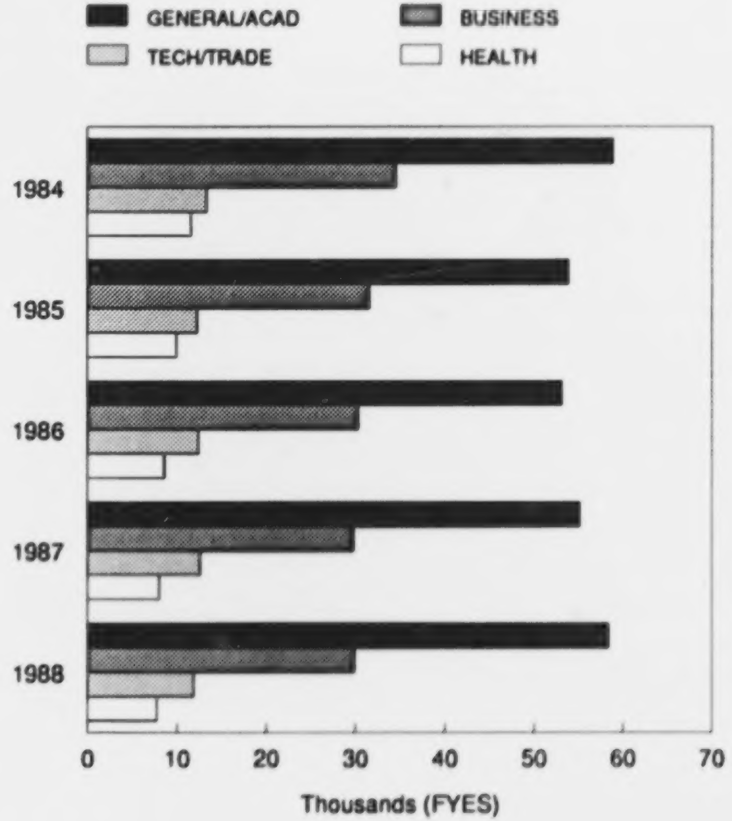
Most undergraduate credit hours at public universities in 1988 were in Science, Arts and Letters, and Social Science courses.

Courses are divided into lower-division (freshman and sophomore) and upper division (junior and senior) courses. Within these broad course categories, consistent patterns of lower-level course credits were shown: twice as many Foreign Language and Letters (within Arts and Letters), and Biological and Physical Science credits and three times as many Mathematics credits were lower division compared to upper division.

Most course enrollments in Engineering and in applied fields like Education and Business were at the upper division, as more students major in these fields. National data show at least half of all credits are in general courses in Science, Arts and Letters and Social Science.

(Number of student credit hours in an area divided by 31 is the number of Fiscal Year Equated Students (FYES) in each area.)

COMMUNITY COLLEGE COURSE AREA ENROLLMENTS



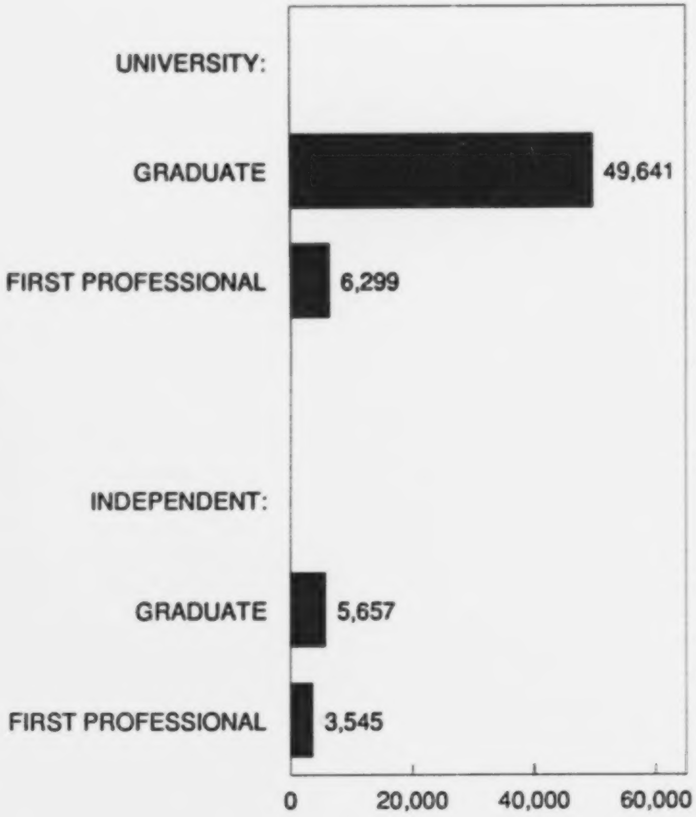
General academic courses account for the largest number of community college fiscal-year-equated-students (58,377), or 51% of all credit hours.

General academic course enrollments dipped slightly from 1984 to 1986 and rebounded in 1987 and 1988.

Enrollments in Business courses declined slightly from 1984 levels but still remained the second largest enrollment area.

Technical/trade enrollments dropped slightly to 11,848 FYES, or about 10% of the 1988 total. Health enrollments declined from 9% of the total in 1984 to less than 7% in 1988.

POST-BACCALAUREATE STUDENT ENROLLMENT, 1988

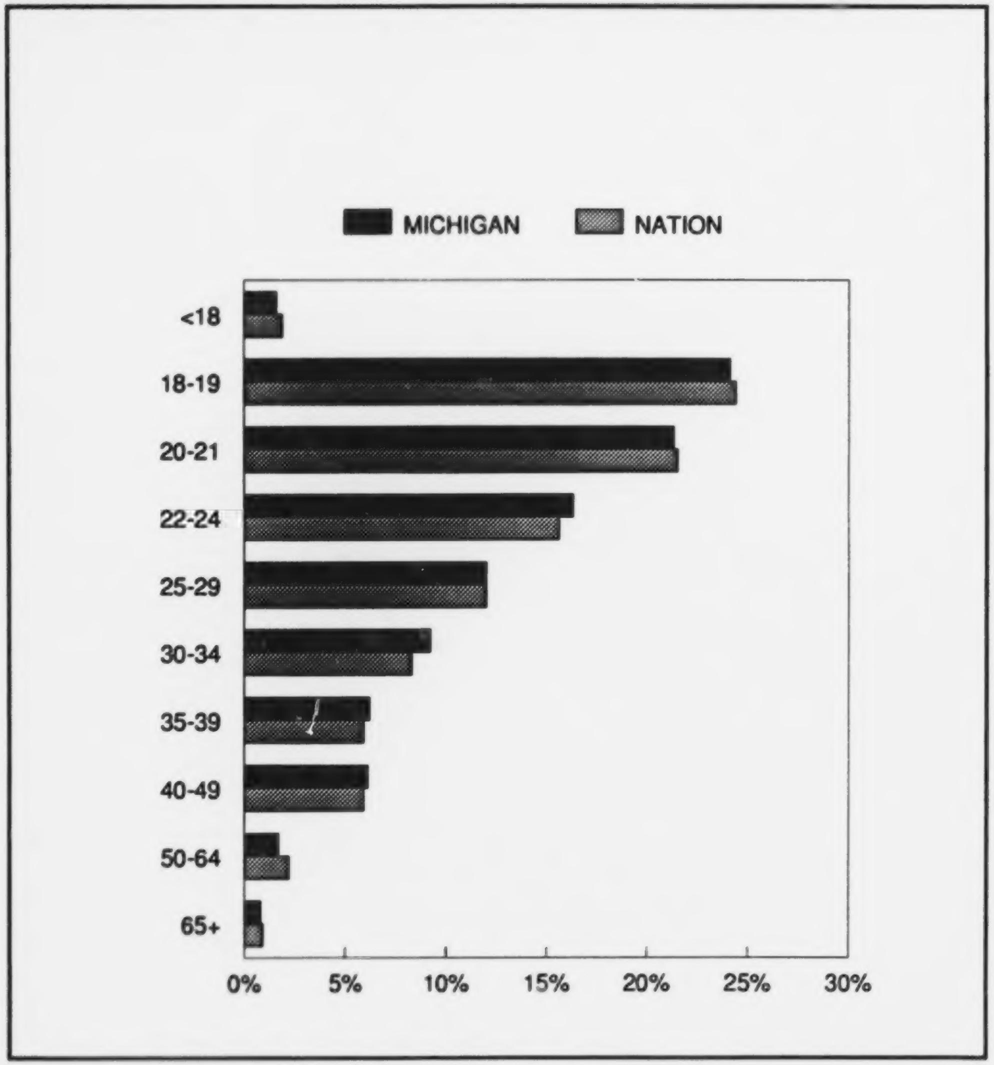


Post-baccalaureate students numbered almost 65,000 at public and independent Michigan colleges in 1988. Michigan is one of the nation's major providers of post-baccalaureate education.

Most graduate students enroll at public universities in Michigan, (ten times as many as at independent colleges). In contrast, national patterns show almost one million graduate students enrolled at public institutions and half a million at independent colleges.

First professional students (enrolled in programs for professional degrees in medicine, law, dentistry and the like) were more likely than graduate students to enroll in Michigan's independent colleges, with almost 30% of the state's first-professional students located at independent colleges. Across the nation, public colleges enrolled 110,000 and independent colleges enrolled 158,176 first-professional students.

PATTERNS IN UNDERGRADUATE STUDENT AGE, 1987



In Michigan, as across the nation, the greatest number of undergraduate students are 18 or 19 years old, fitting the traditional picture of college students. Nevertheless, half of all undergraduate students are 22 years old or older, in contrast to these traditional pictures.

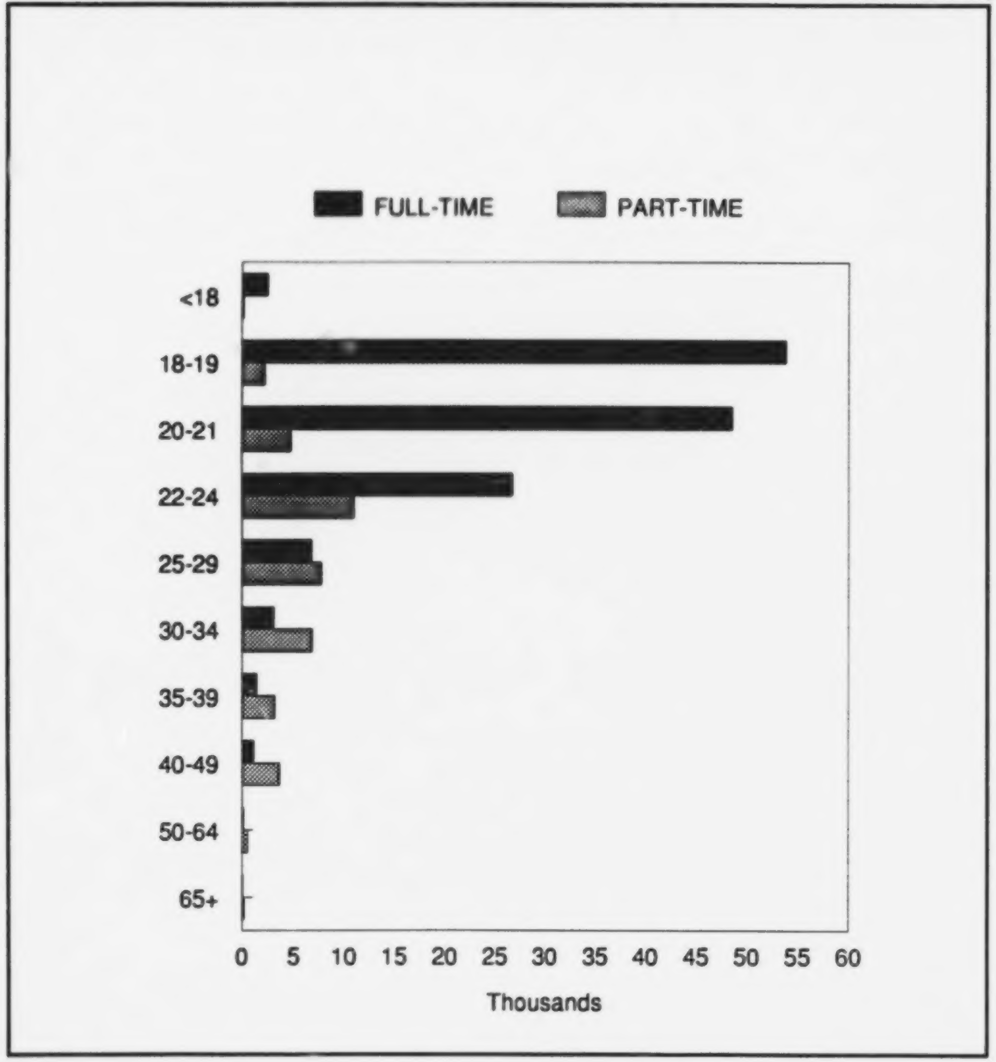
Michigan had more students aged 22 to 49 than was typical of the nation.

Less than 5 percent of Michigan's undergraduate students were above age 50.

More women than men enrolled in Michigan colleges at ages 25 and older; women outnumbered men the most at age category 40-49.

More men than women below the age of 22 enrolled at Michigan colleges.

PUBLIC UNIVERSITY STUDENT AGE PATTERNS, 1987

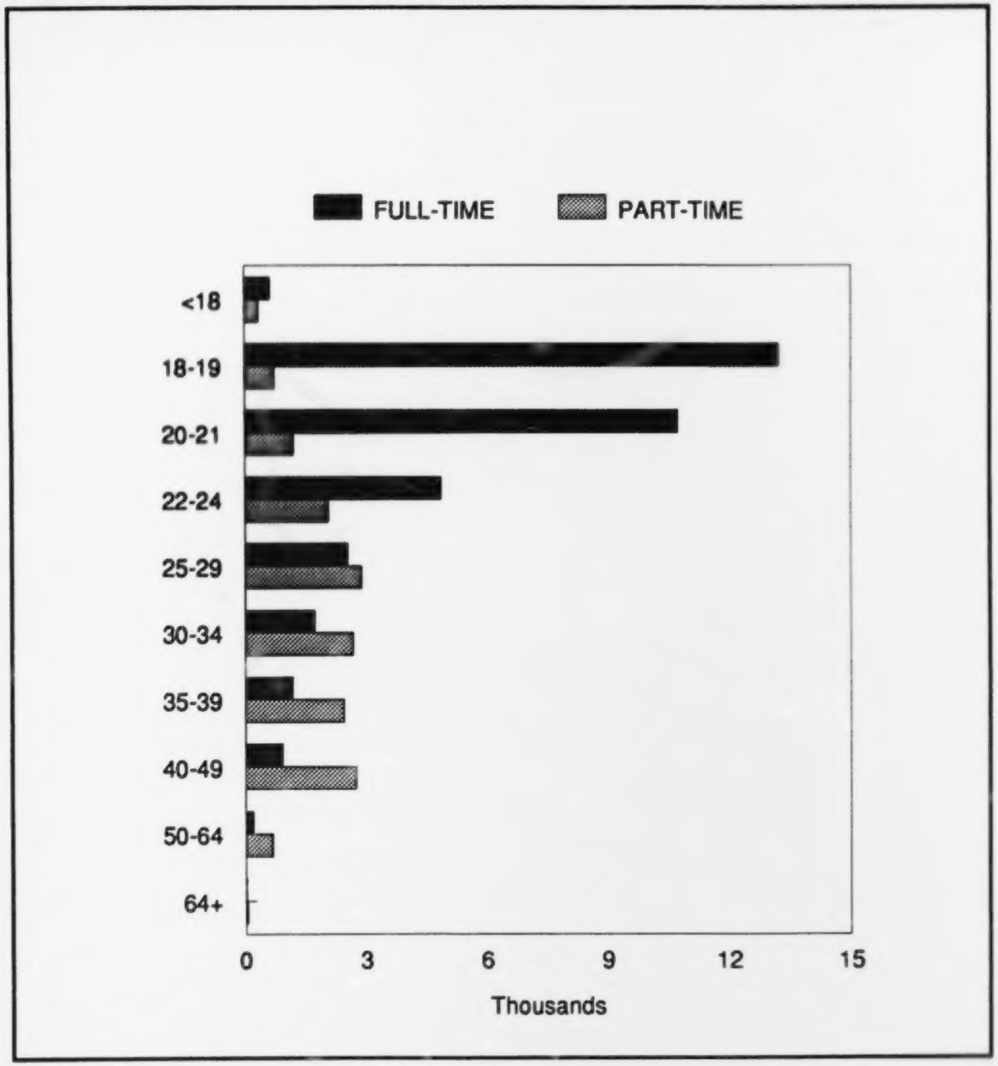


More than 112,000 students under the age of 22 enrolled as undergraduates at Michigan's public universities. Almost 94% of these students enrolled as full-time students.

28,000 undergraduates over the age of 25 enrolled at public universities. More than half of these students took classes part-time.

Among undergraduates at public universities, 78% were full-time students.

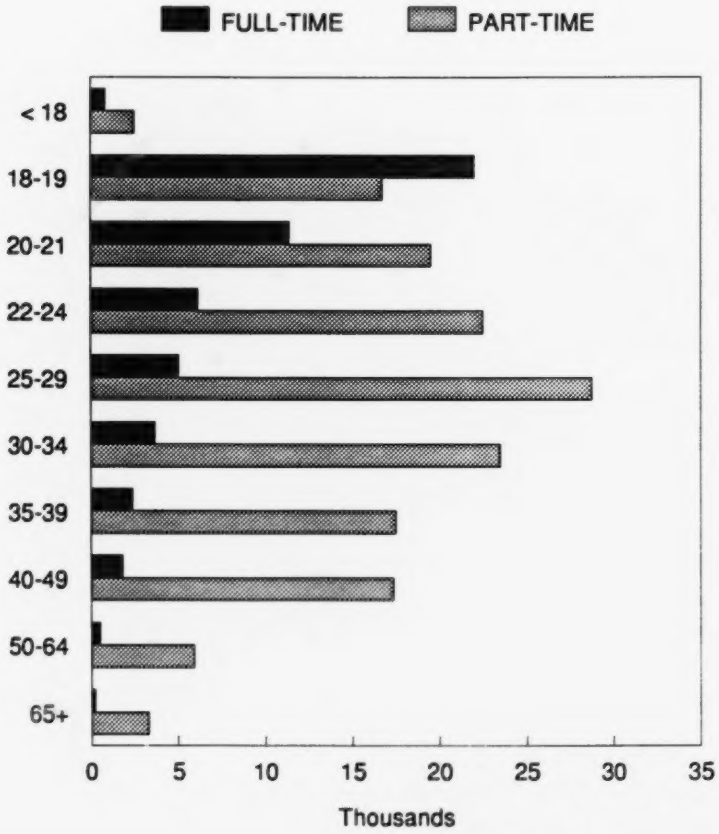
INDEPENDENT COLLEGE STUDENT AGE PATTERNS, 1987



Almost 26,000 of the 79,000 students attending Michigan's independent colleges were undergraduates between 18 and 21 years of age. By far most of these students attended college full-time.

Most of the 18,000 undergraduate independent college students over the age of 25 attended college on a part-time basis.

COMMUNITY COLLEGE STUDENT AGE PATTERNS, 1987

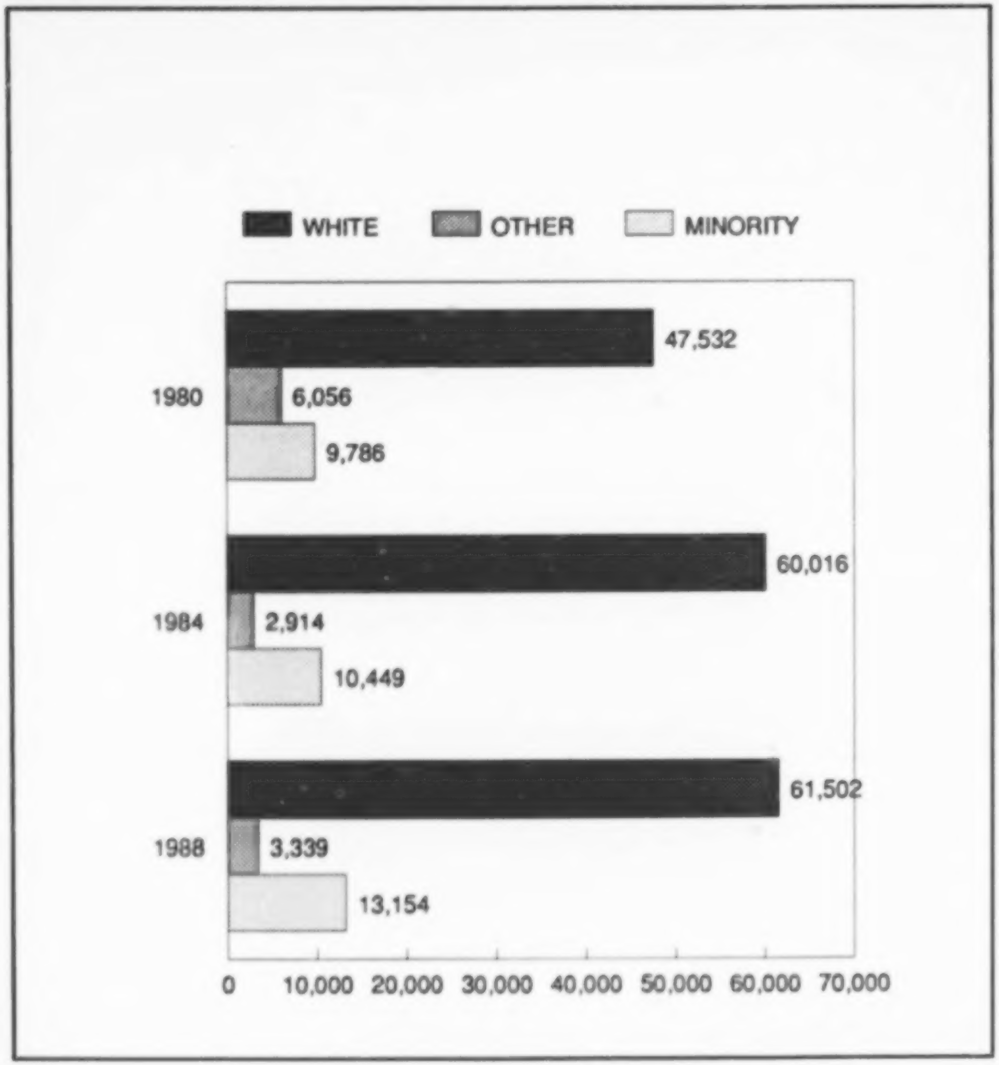


More community college students (108,203) in Michigan were over age 25 than under 25 (101,462).

Part-time students, who are typically older than full-time students, outnumbered full-time students at community colleges.

Community colleges enrolled large numbers of part-time students from age 18 to 49. Only the 18-19 category shows similar numbers of part and full-time students.

INDEPENDENT COLLEGE STUDENT RACE PATTERNS



Independent colleges, which showed steady growth since 1980, also showed growth in both White and minority student enrollments. Only the number of Nonresident Aliens and race unknown students showed a decline.

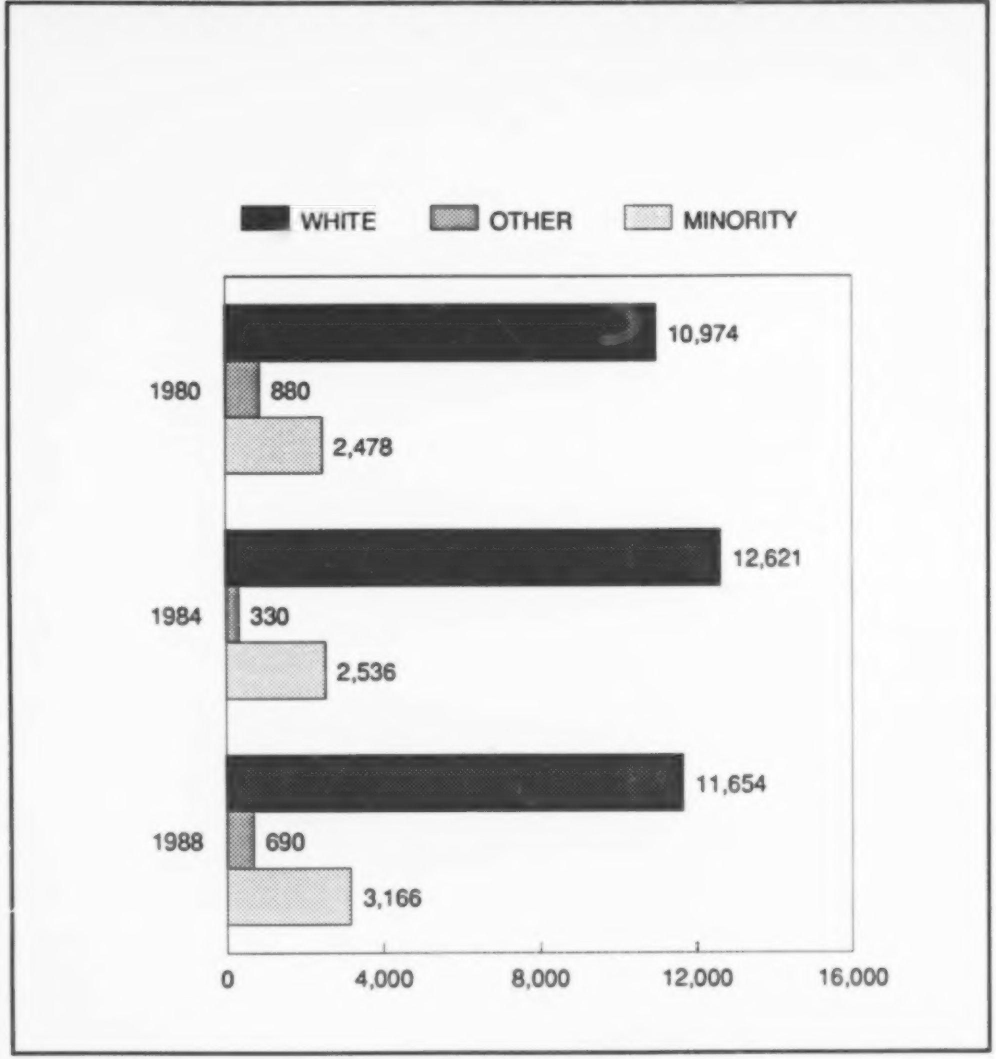
In all, 29% more White students enrolled in independent colleges in 1988 than in 1980.

Similarly, 34% more minority students enrolled in 1988 than in 1980.

66

67

INDEPENDENT COLLEGE FRESHMAN RACE PATTERNS



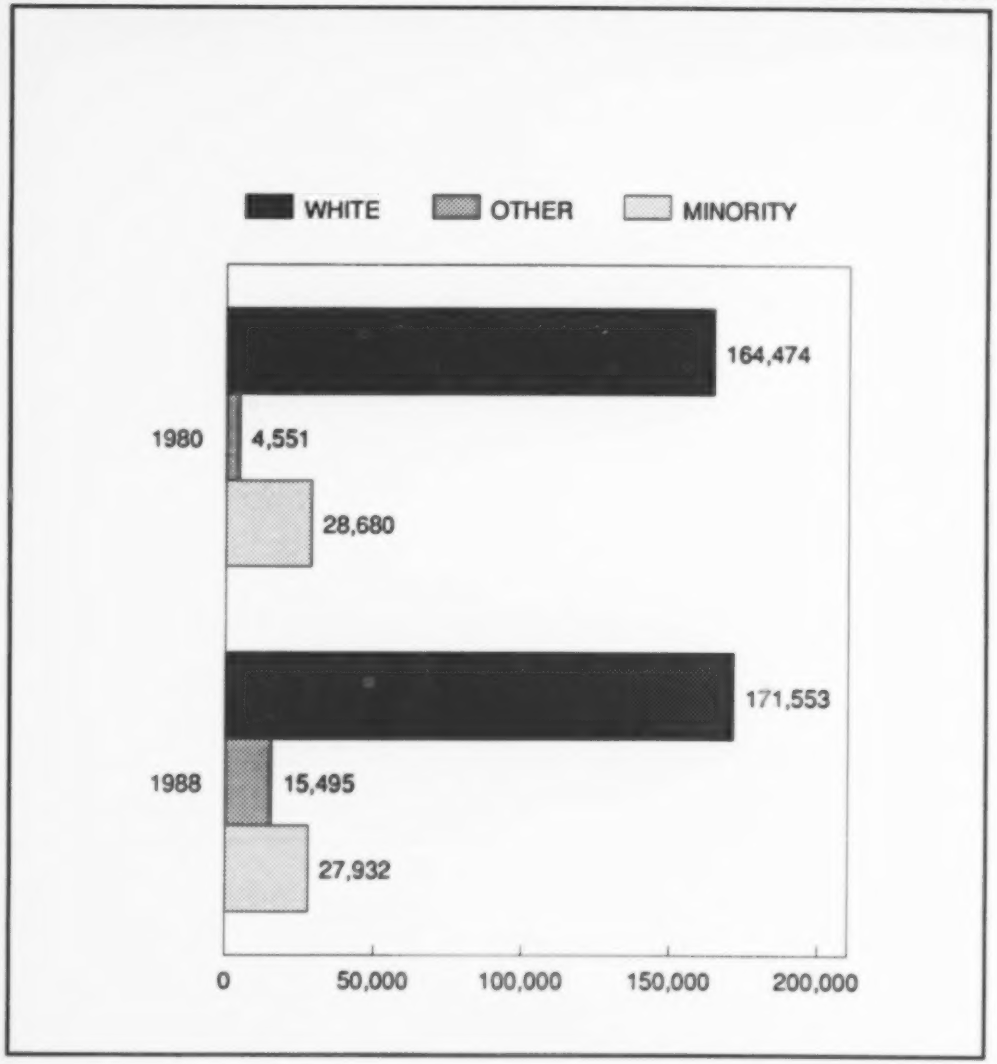
First-time freshmen enrollment patterns showed some difference from total enrollments.

The number of White first-time freshmen rose from 1980 to 1984, then dropped in 1988. The net increase was only 6% above the 1980 number.

The number of minority first-time freshmen rose very little from 1980 to 1984 but showed substantial increase by 1988. By 1988, 28% more minority first-freshmen enrolled than had in 1980.

Non-resident alien and race unknown freshman made up a small part of the total numbers.

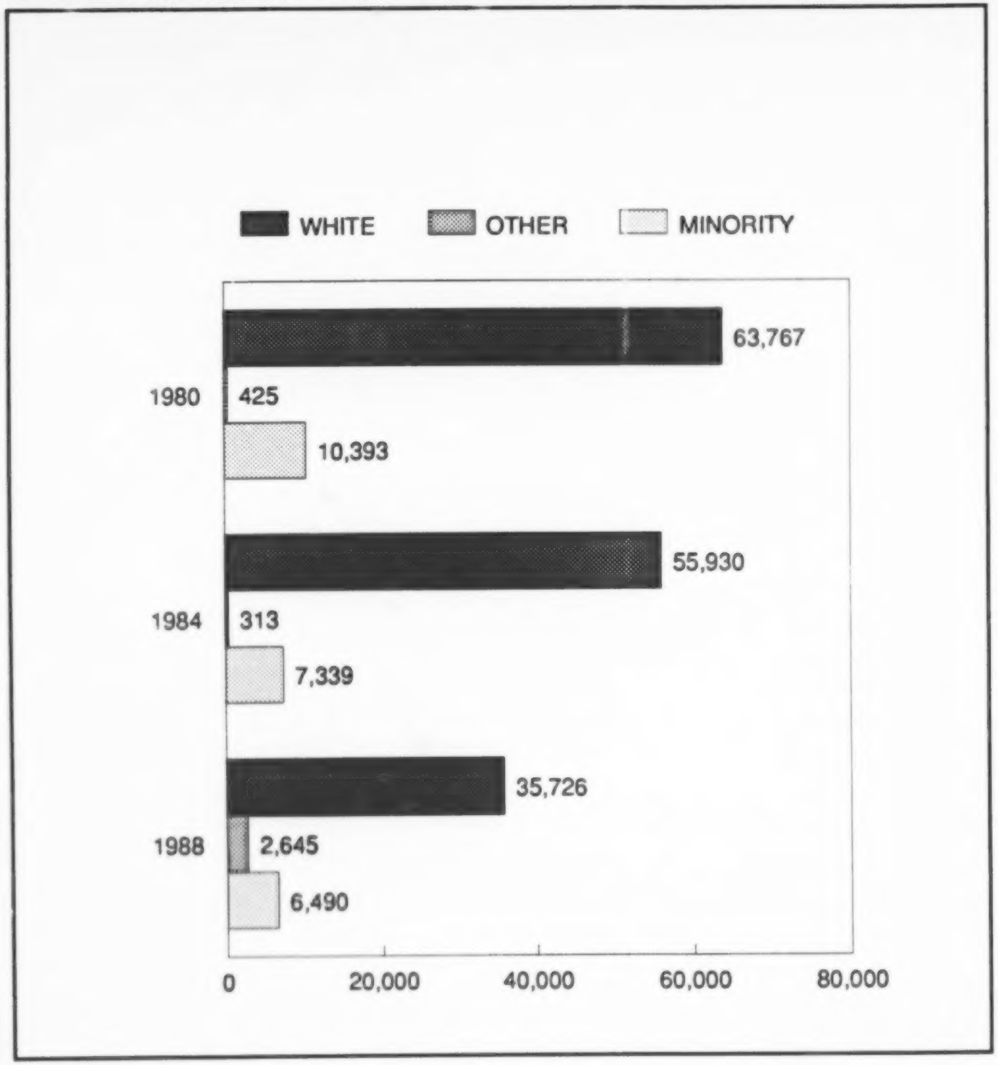
COMMUNITY COLLEGE STUDENT RACE PATTERNS



White student headcount at community colleges grew slightly since 1980, while the number of students for whom race could not be identified tripled. Almost half the community colleges reported some race unknown students in 1988.

Overall minority student numbers dropped slightly between 1980 and 1988. Although the numbers of American Indian and Asian students increased, declines in the numbers of Black (4%) and Hispanic (6%) students were greater.

COMMUNITY COLLEGE FRESHMEN RACE PATTERNS



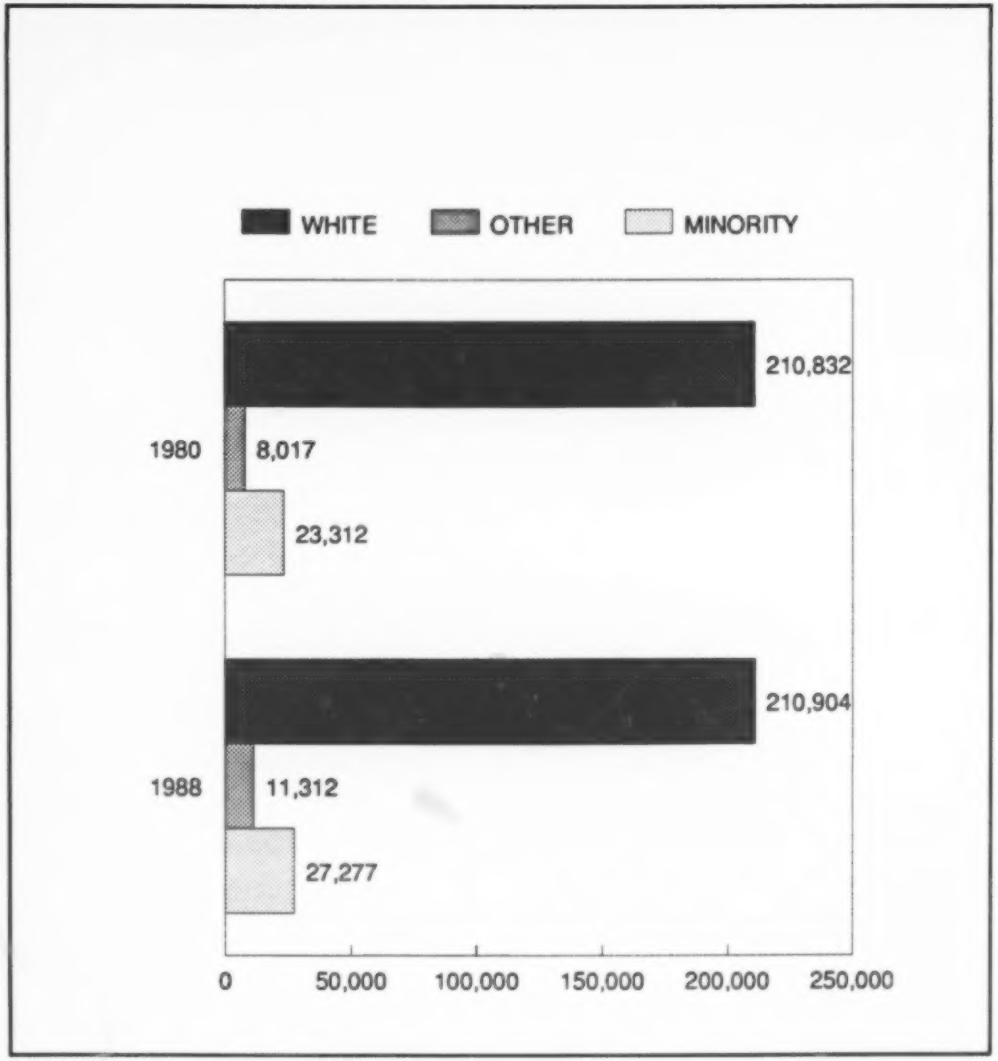
Across the nation, numbers of first-time freshmen dropped from 1981 to 1984, with the community college share of these freshmen dropping from 52% in 1980 to 50.5% in 1984. Michigan community colleges show a continued drop in first-time freshmen numbers.

Even though community college headcounts rose in 1980, the number of first-time freshmen at community colleges dropped, from 74,585 in 1980 to 44,861 in 1988. Most of this decline occurred since 1984.

White first-time freshmen dropped 44% from 1980 to 1988, while the number of Nonresident Aliens and race unknown students rose.

Minority students enrolled for the first time in any college dropped 38% at Michigan community colleges from 1980 to 1988, with most decline prior to 1984.

PUBLIC UNIVERSITY STUDENT RACE PATTERNS

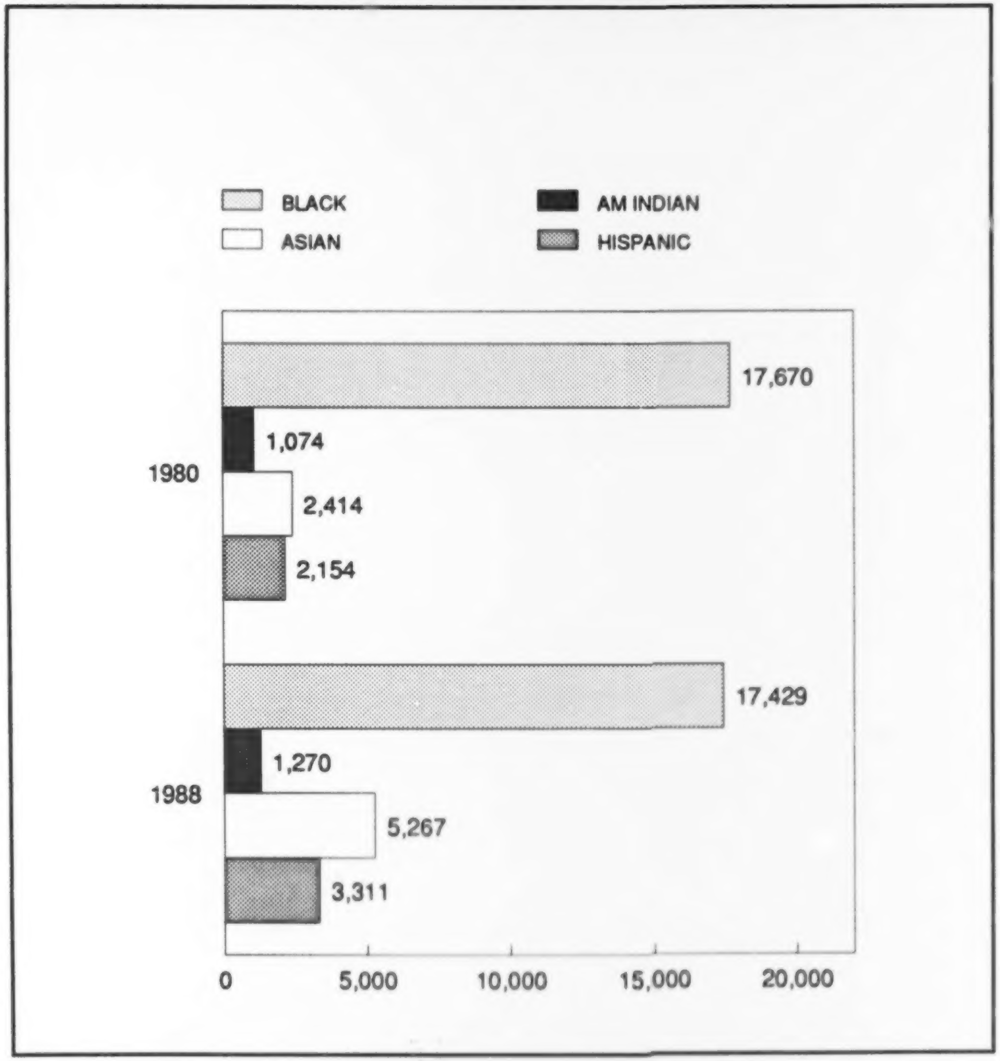


The number of White students at public universities in Michigan in 1988 was almost identical to the 1980 number.

Most of the modest enrollment increase at the universities in the past eight years has been an increase in minority students, Nonresident Aliens and race unknown.

Minority students accounted for 11% of university enrollments in 1988, up slightly from 10% in 1980.

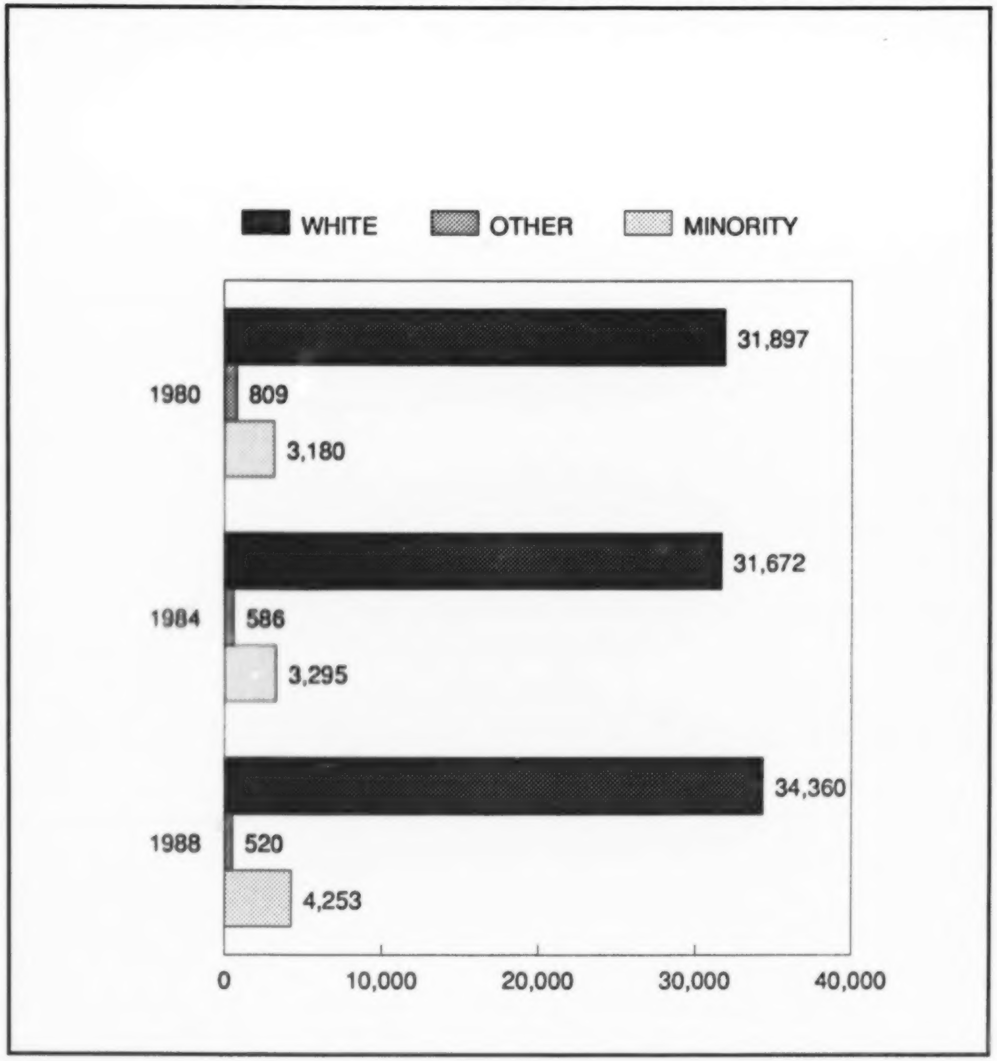
PUBLIC UNIVERSITY MINORITY STUDENTS



Black students were the largest minority group at Michigan public universities in 1988 as in 1980.

Although the number of Blacks actually declined 1% since 1980, the numbers of American Indian, Hispanic and, particularly, Asian students each have increased in the same period, contributing to the slight increase in minority proportion.

PUBLIC UNIVERSITY FRESHMAN RACE PATTERNS



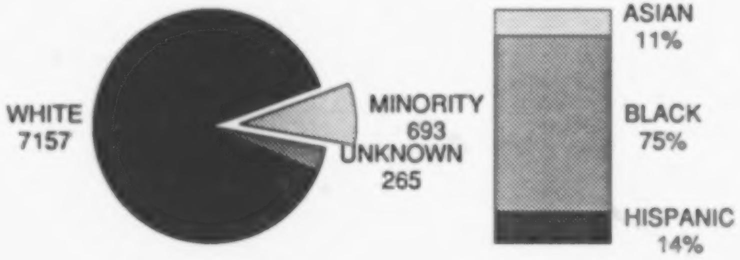
First-time freshmen numbers rose slightly overall in Michigan since 1980, despite a slight national drop from a historical peak in 1981 to lower numbers since then.

The racial pattern of first-time freshmen at public universities in Michigan is somewhat different from overall racial patterns at the universities. The number of White first-time freshmen dropped slightly from 1980 to 1984 then rose 8% by 1988.

The number of other freshman, which includes nonresident Alien and race unknown first-time freshmen, dropped since 1980.

Minority first-time freshmen students rose slowly to 1984 and rose 29% since 1984, surpassing the growth in White freshmen enrollment.

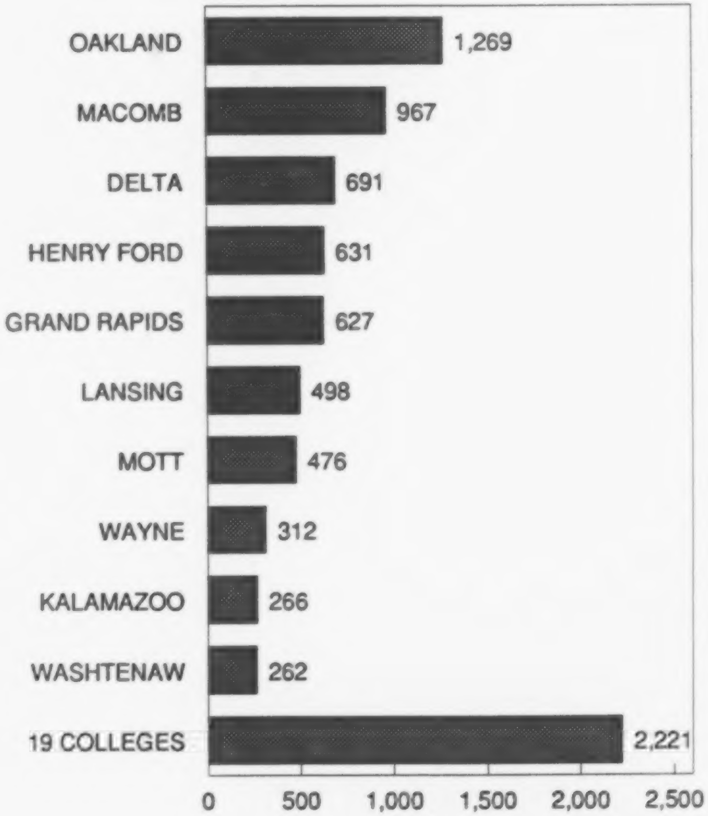
RACE OF TRANSFER STUDENTS TO PUBLIC UNIVERSITIES, 1987



88% of transfer students from community colleges were White. Race could not be determined for 3% of the transfer students. Minority students made up almost 9% of all transfer students.

Most minority transfer students were Black, followed by Hispanic and Asian students. Few American Indian transfer students were counted.

TRANSFER STUDENTS FROM COMMUNITY COLLEGES, 1987

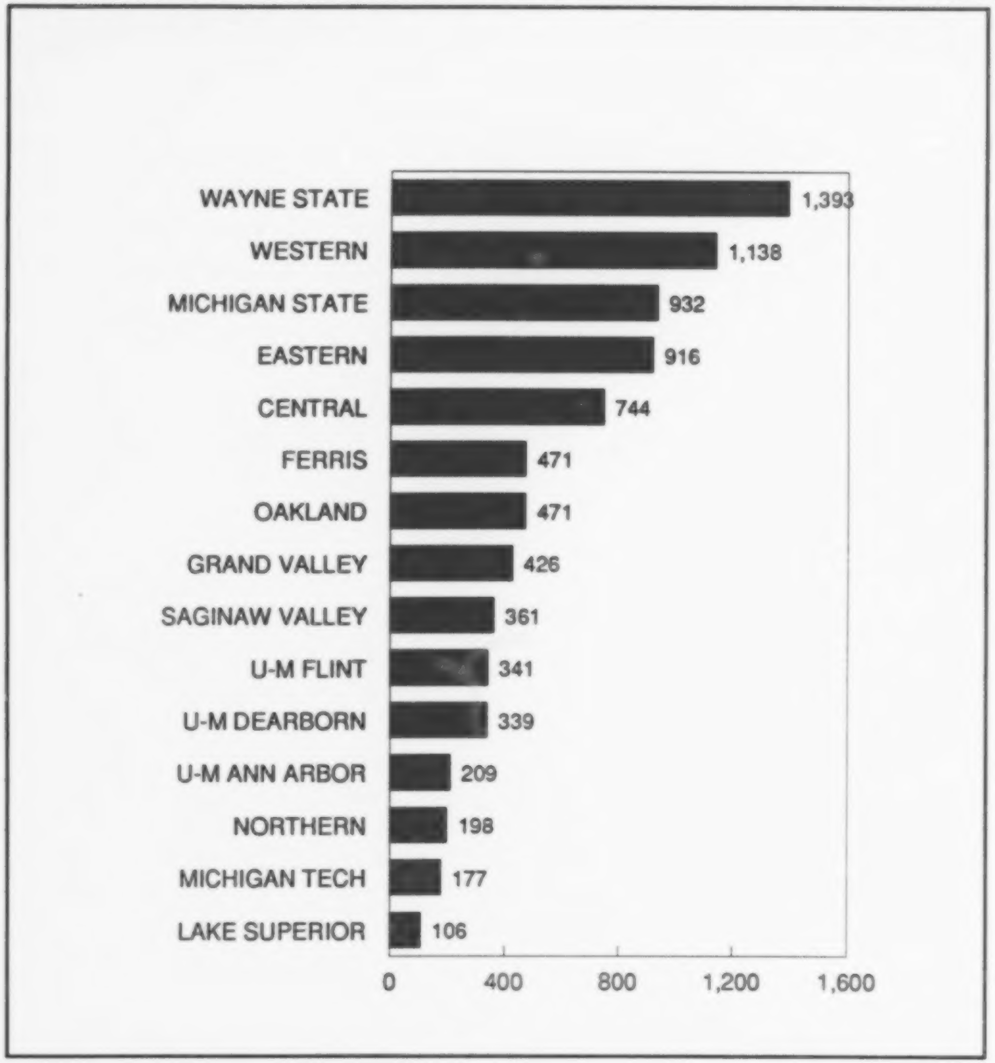


8,220 students from community colleges enrolled at Michigan's public universities as new students in fall of 1987. Most were admitted as juniors or sophomores.

Two-thirds of all the new transfer students came from eight community colleges.

Most community colleges sent from 3 to 5% of their 1986 student headcount to a public university in 1987.

TRANSFER STUDENTS TO PUBLIC UNIVERSITIES, 1987

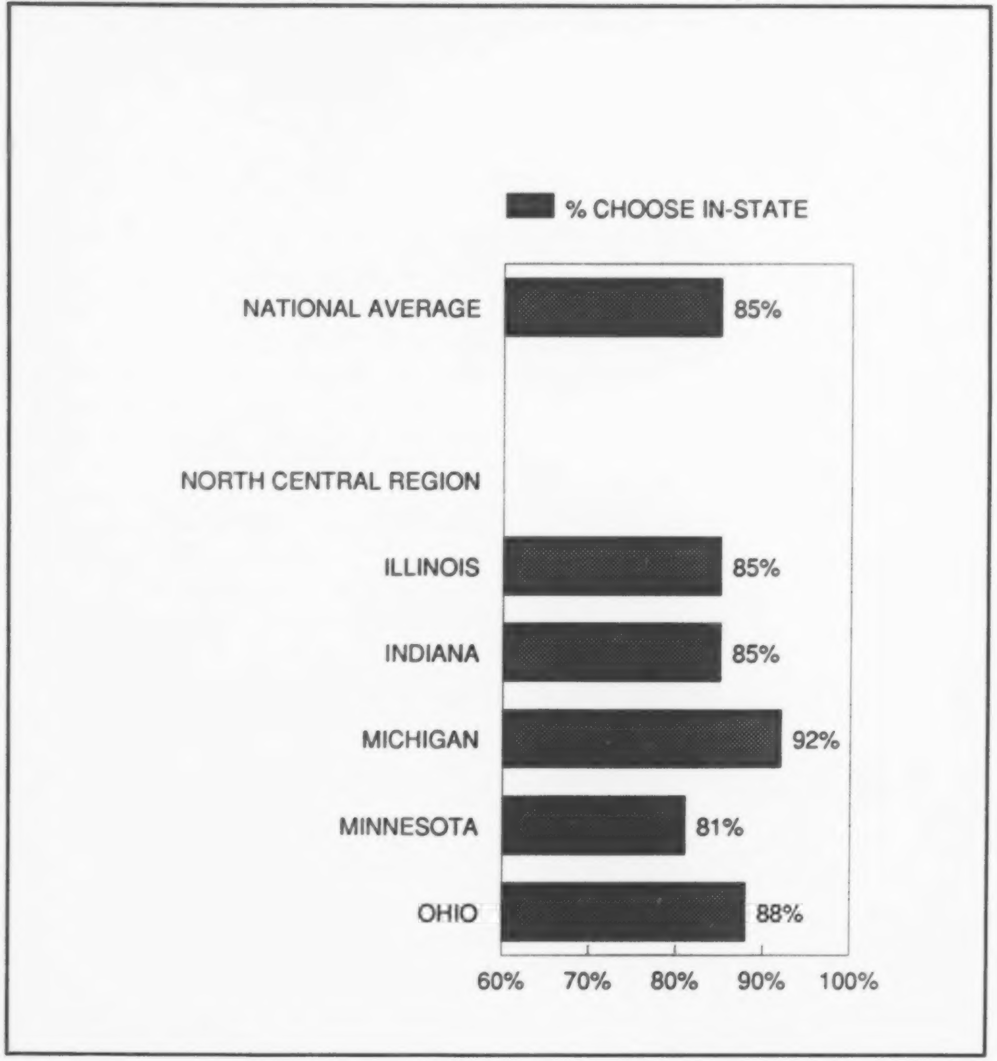


Most community college transfer students to public universities enrolled in liberal arts or business programs at the university.

Five universities drew more than 60% of all transfer students in 1987: Wayne State University, Western Michigan University, Michigan State University, Eastern Michigan University and Central Michigan University.

New transfers from community colleges accounted for 1% to 7.5% of undergraduate enrollment at public universities.

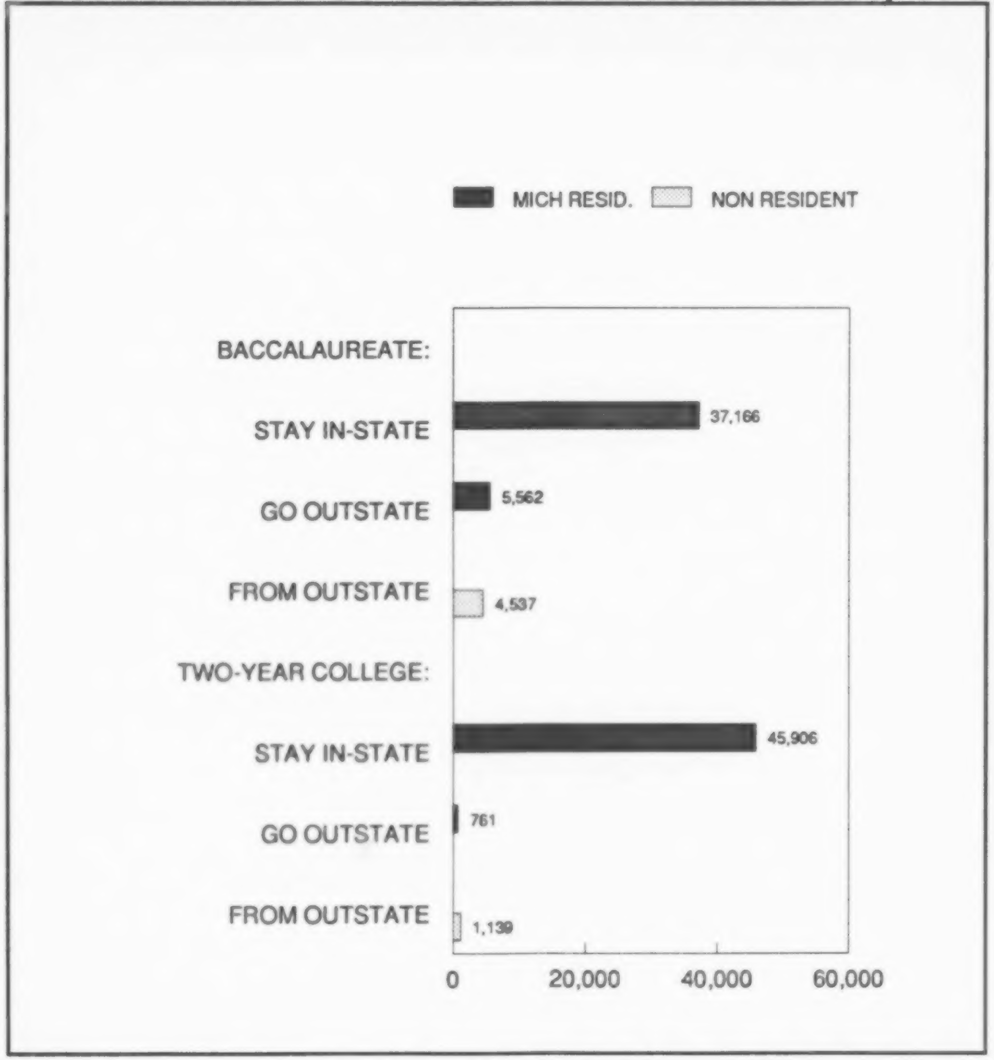
DESTINATION OF NEW STUDENTS, 1986



Most new students across the nation decided to attend college (either as new freshmen, transfer students or new graduate students) in their home state; overall, 85% remained in their home state. In the North Central region, Michigan had the highest in-state choice rate for new students, with 92% of Michigan residents choosing an in-state college.

Enrollments in Michigan universities reflect this long-term residence pattern. In 1978, 7.3% of all undergraduate credit hours were classified as nonresident; in 1988, still only 8.5% were nonresident. In both years, the University of Michigan, Michigan Technological University and Michigan State University had the highest proportion of nonresident hours, at 31.6%, 10.8% and 9.6% respectively for 1988.

DESTINATION OF FIRST-TIME FRESHMEN, 1986



Michigan residents who chose a two-year college were particularly likely to select an in-state college. In addition, the number of students leaving Michigan to attend a two-year college was exceeded by the number of out-state students who enrolled in Michigan colleges.

Almost 11 percent of new first-time freshmen (4,037) at Michigan's baccalaureate colleges (public and independent) were residents of other states.

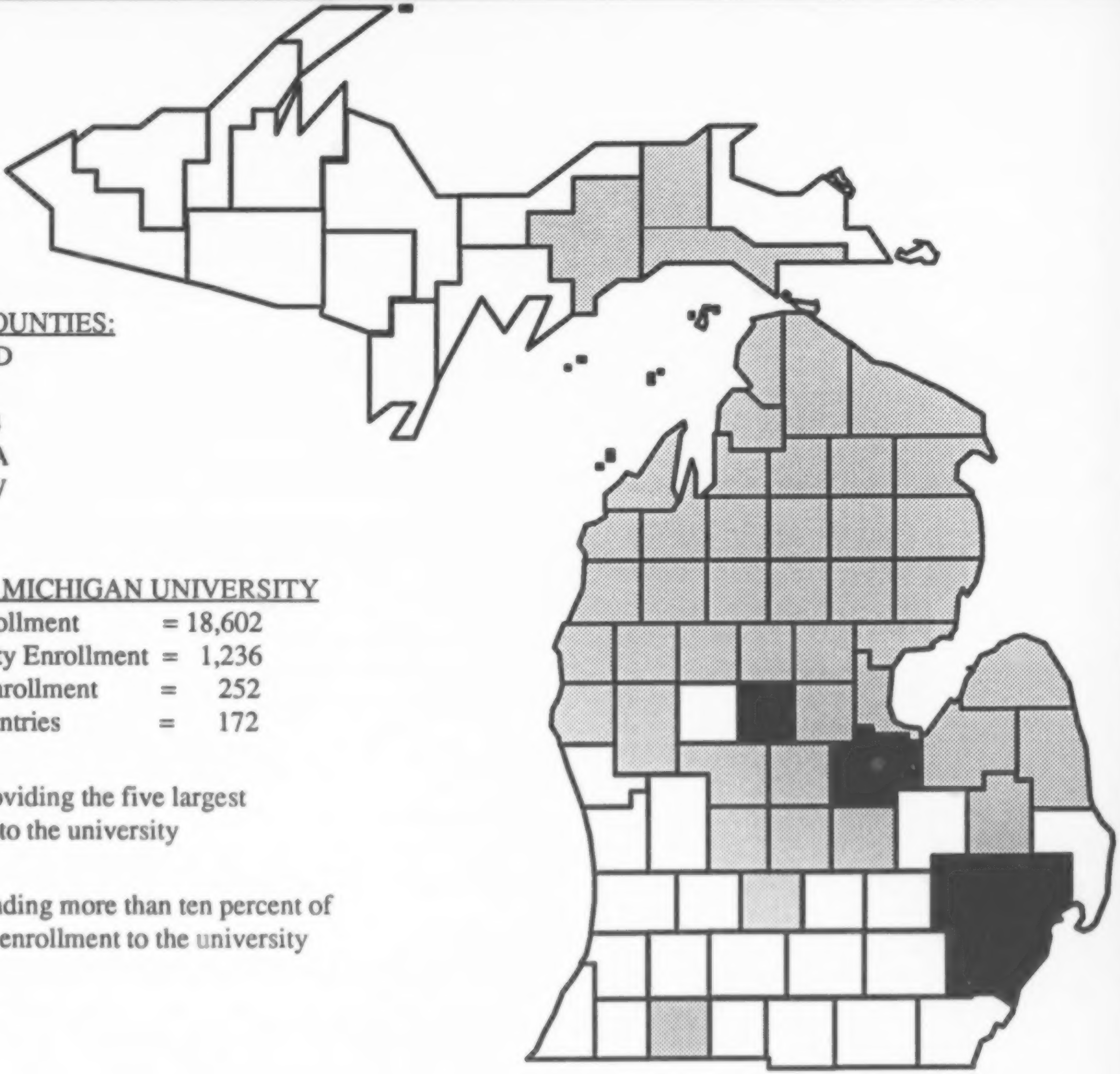
Most students enrolling as first-time freshmen chose in-state schools; however, 13% left Michigan. Most who left Michigan enrolled in colleges in Ohio or Indiana, while traditionally Black colleges and service academies drew others.

RESIDENCE OF STUDENTS AT PUBLIC UNIVERSITIES

Enrollment maps for the public universities show the numbers of in-state students, out-of-state students and foreign students attending each university. The county of origin of in-state students is indicated for the five counties sending the greatest number of students to each university. As well, a county is marked if it sent 10% or more of its total number of public university students to a given university in 1988-9.

The public universities enroll students from all regions of the state, as well as from other states and foreign counties. Data for Fall of 1988 show that a few universities drew students from many more counties than the ones adjacent to them, particularly Michigan State University, Central Michigan University and Ferris State University. Another group enrolled students mostly from one broad region of the state. The remaining universities served their home counties and a few others.

Three counties with large population provided the majority of students to most of the universities in 1988. Wayne County accounted for 20% of the students, down from 21% in 1986, while Oakland County and Macomb County remained at 16% and 8% respectively.



TOP 5 COUNTIES:

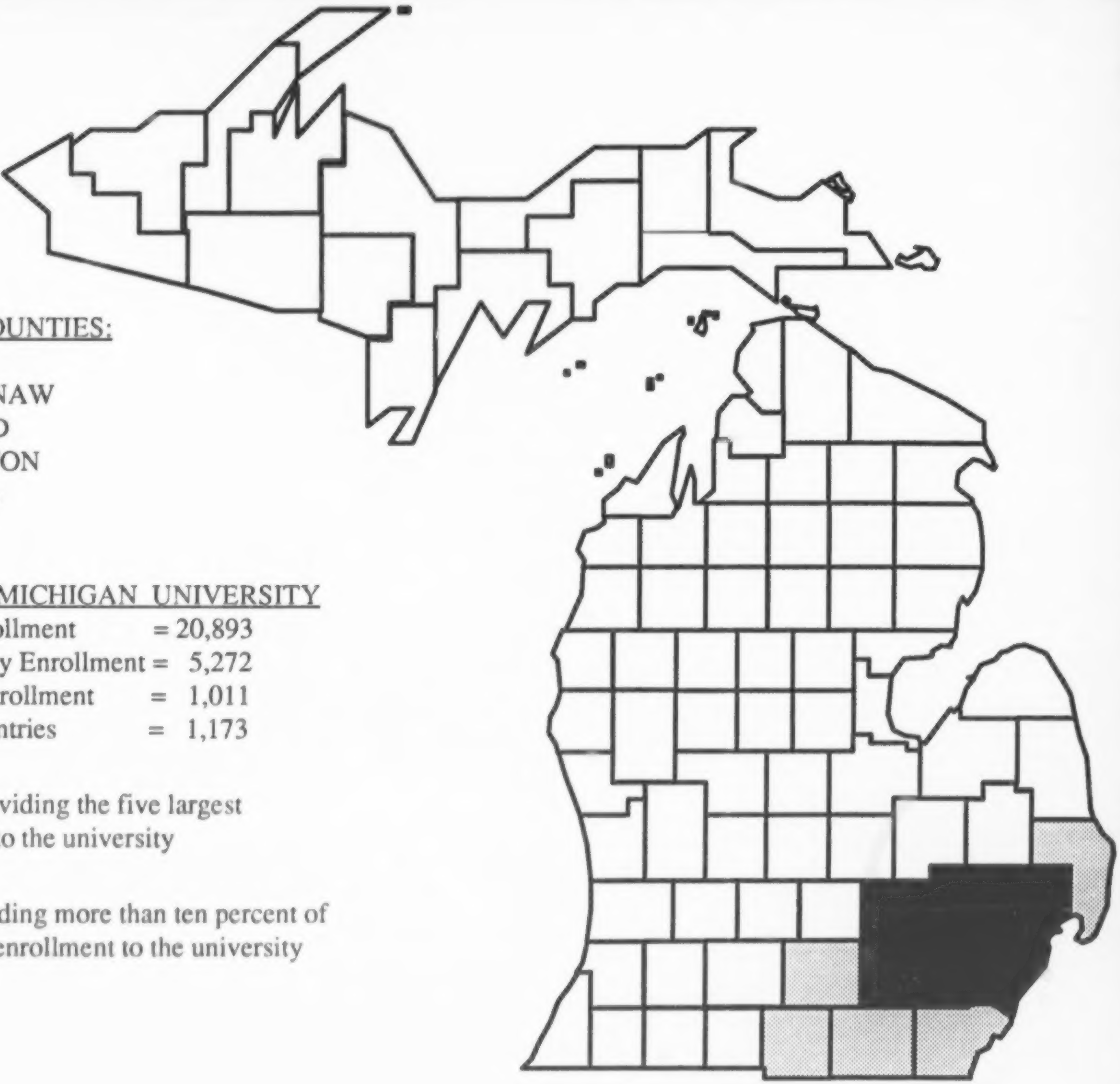
OAKLAND
WAYNE
MACOMB
ISABELLA
SAGINAW

CENTRAL MICHIGAN UNIVERSITY

In-State Enrollment = 18,602
Home County Enrollment = 1,236
Out-State Enrollment = 252
Foreign Countries = 172

■ Counties providing the five largest enrollments to the university

▨ Counties sending more than ten percent of total county enrollment to the university



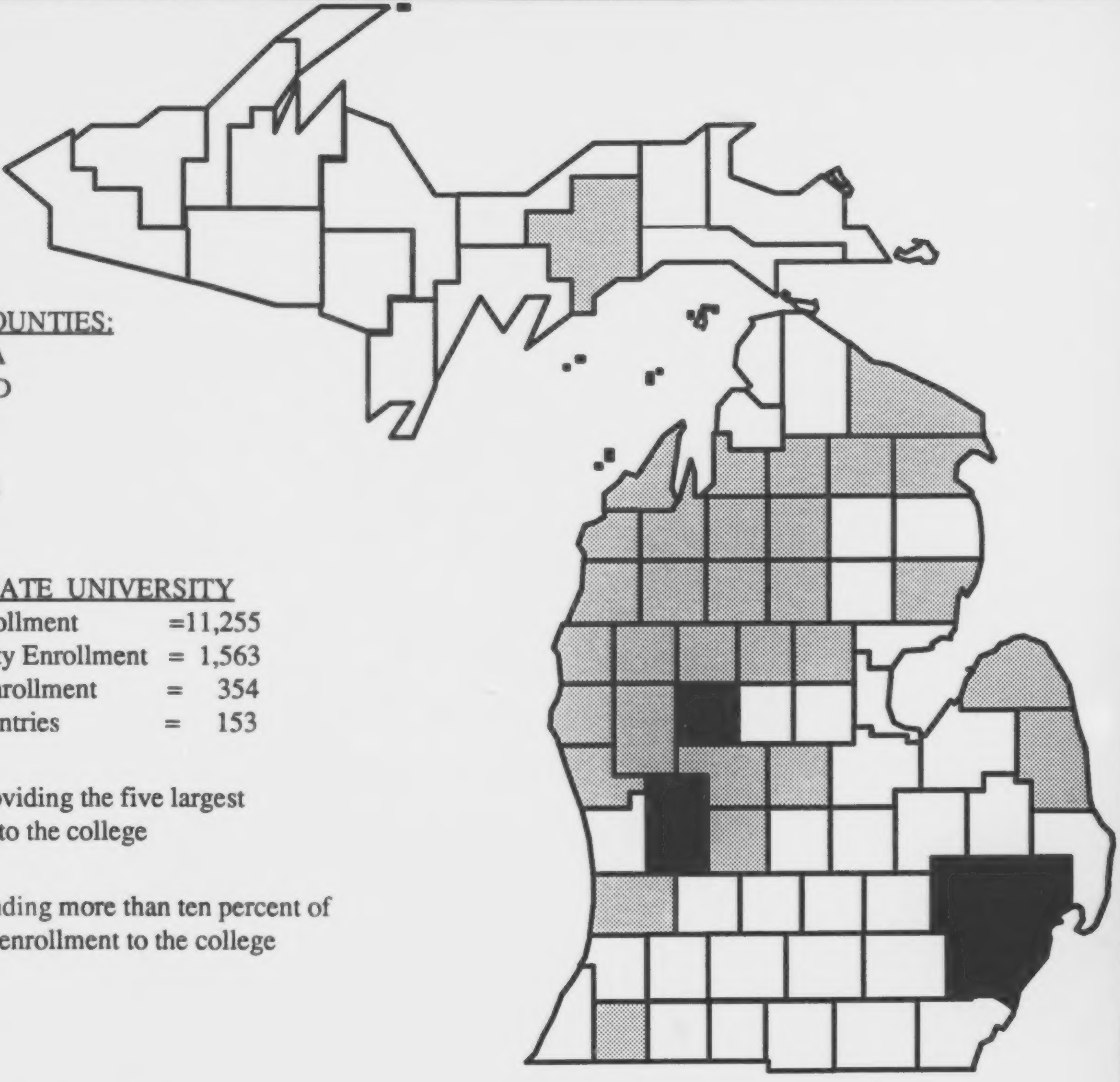
TOP 5 COUNTIES:
WAYNE
WASHTENAW
OAKLAND
LIVINGSTON
MACOMB

EASTERN MICHIGAN UNIVERSITY

In-State Enrollment	= 20,893
Home County Enrollment	= 5,272
Out-State Enrollment	= 1,011
Foreign Countries	= 1,173

■ Counties providing the five largest enrollments to the university

▨ Counties sending more than ten percent of total county enrollment to the university

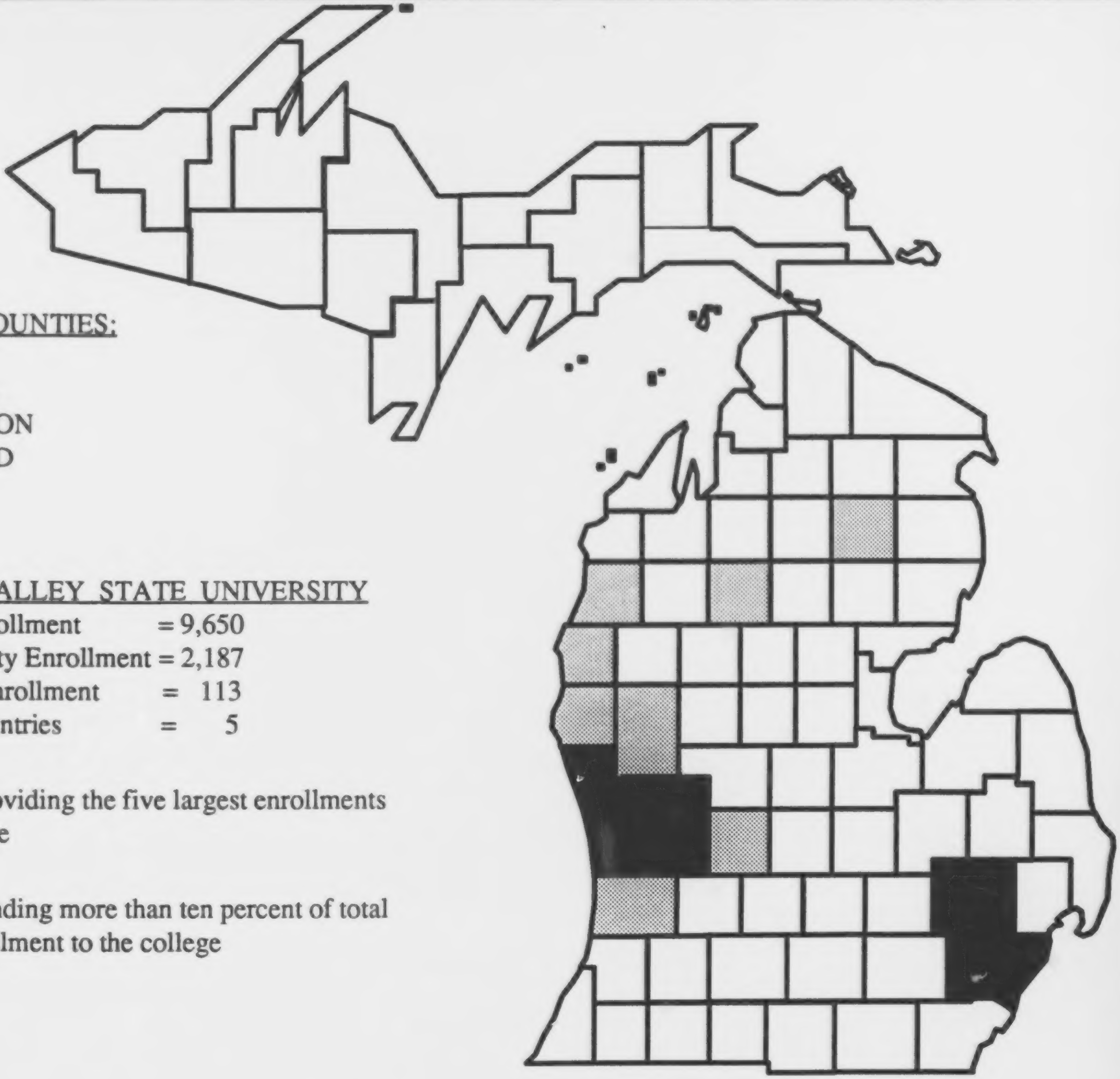


TOP 5 COUNTIES:
MECOSTA
OAKLAND
WAYNE
KENT
MACOMB

FERRIS STATE UNIVERSITY
In-State Enrollment =11,255
Home County Enrollment = 1,563
Out-State Enrollment = 354
Foreign Countries = 153

■ Counties providing the five largest enrollments to the college

▨ Counties sending more than ten percent of total county enrollment to the college

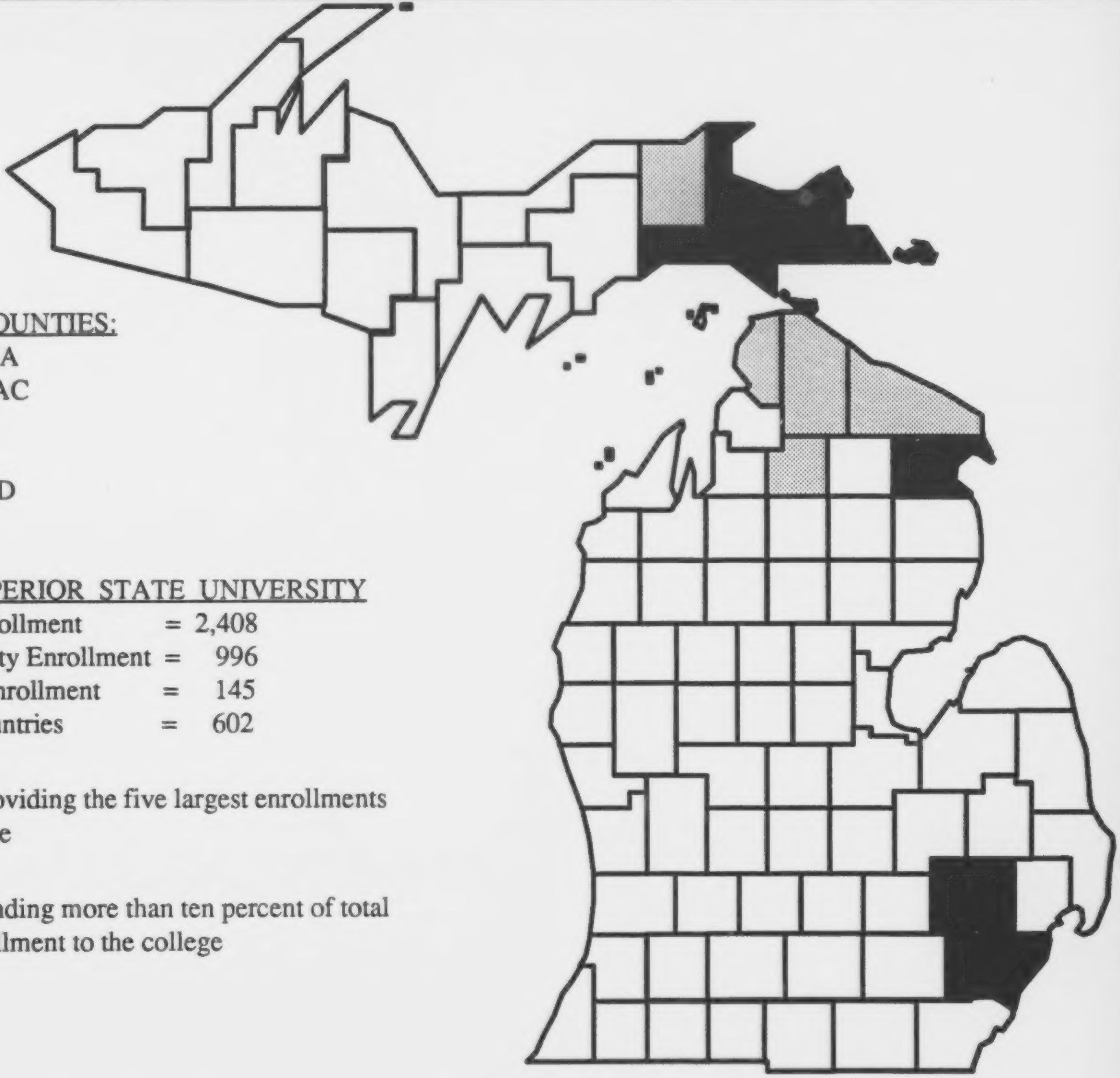


TOP 5 COUNTIES:
KENT
OTTAWA
MUSKEGON
OAKLAND
WAYNE

GRAND VALLEY STATE UNIVERSITY
In-State Enrollment = 9,650
Home County Enrollment = 2,187
Out-State Enrollment = 113
Foreign Countries = 5

■ Counties providing the five largest enrollments to the college

▨ Counties sending more than ten percent of total county enrollment to the college



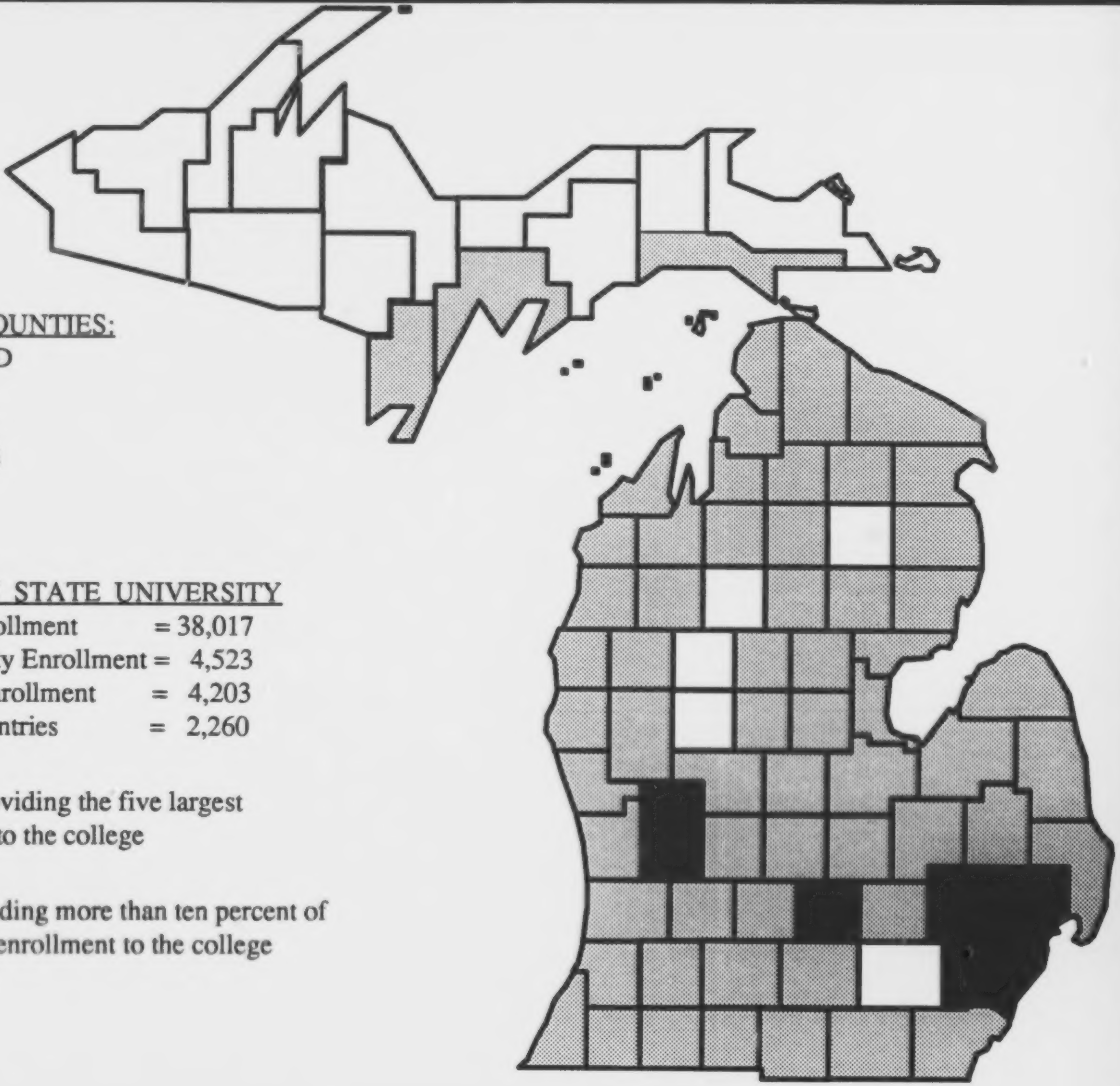
TOP 5 COUNTIES:
CHIPPEWA
MACKINAC
ALPENA
WAYNE
OAKLAND

LAKE SUPERIOR STATE UNIVERSITY

In-State Enrollment = 2,408
Home County Enrollment = 996
Out-State Enrollment = 145
Foreign Countries = 602

■ Counties providing the five largest enrollments to the college

▨ Counties sending more than ten percent of total county enrollment to the college

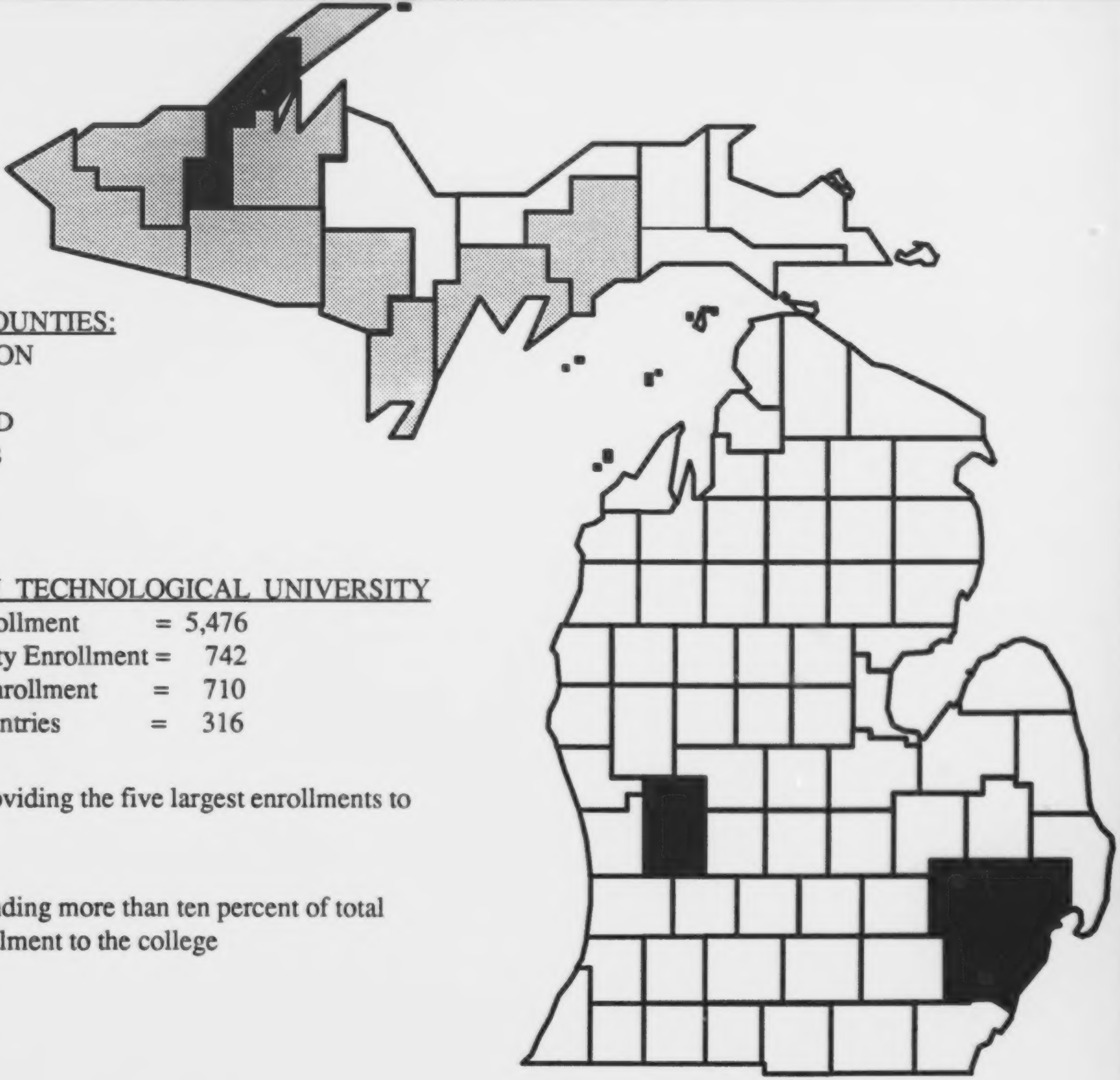


TOP 5 COUNTIES:
OAKLAND
WAYNE
INGHAM
MACOMB
KENT

MICHIGAN STATE UNIVERSITY
In-State Enrollment = 38,017
Home County Enrollment = 4,523
Out-State Enrollment = 4,203
Foreign Countries = 2,260

■ Counties providing the five largest enrollments to the college

▨ Counties sending more than ten percent of total county enrollment to the college



TOP 5 COUNTIES:

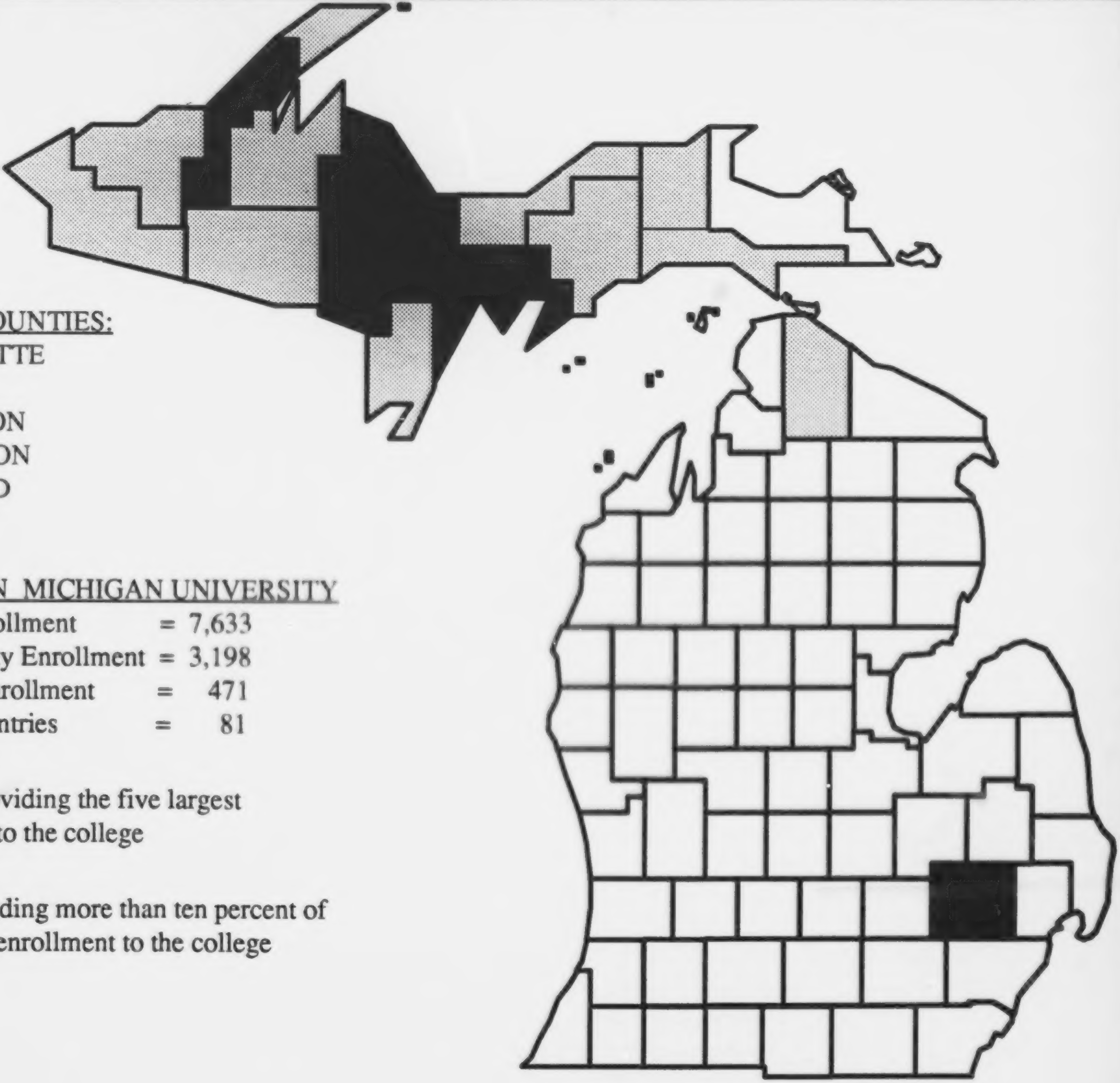
HOUGHTON
WAYNE
OAKLAND
MACOMB
KENT

MICHIGAN TECHNOLOGICAL UNIVERSITY

In-State Enrollment = 5,476
Home County Enrollment = 742
Out-State Enrollment = 710
Foreign Countries = 316

■ Counties providing the five largest enrollments to the college

▨ Counties sending more than ten percent of total county enrollment to the college



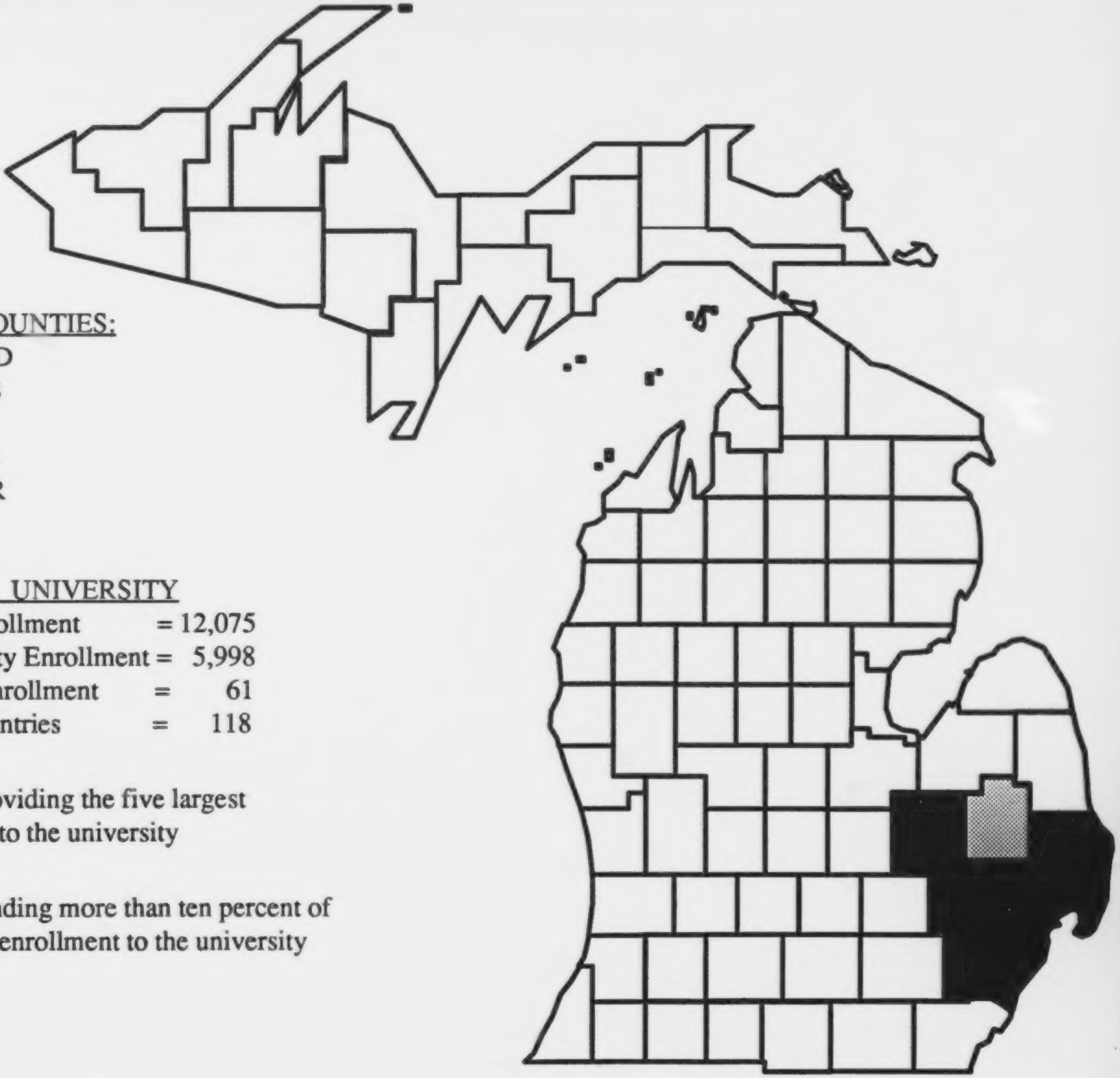
TOP 5 COUNTIES:
MARQUETTE
DELTA
DICKINSON
HOUGHTON
OAKLAND

NORTHERN MICHIGAN UNIVERSITY

In-State Enrollment = 7,633
Home County Enrollment = 3,198
Out-State Enrollment = 471
Foreign Countries = 81

■ Counties providing the five largest enrollments to the college

▨ Counties sending more than ten percent of total county enrollment to the college



TOP 5 COUNTIES:

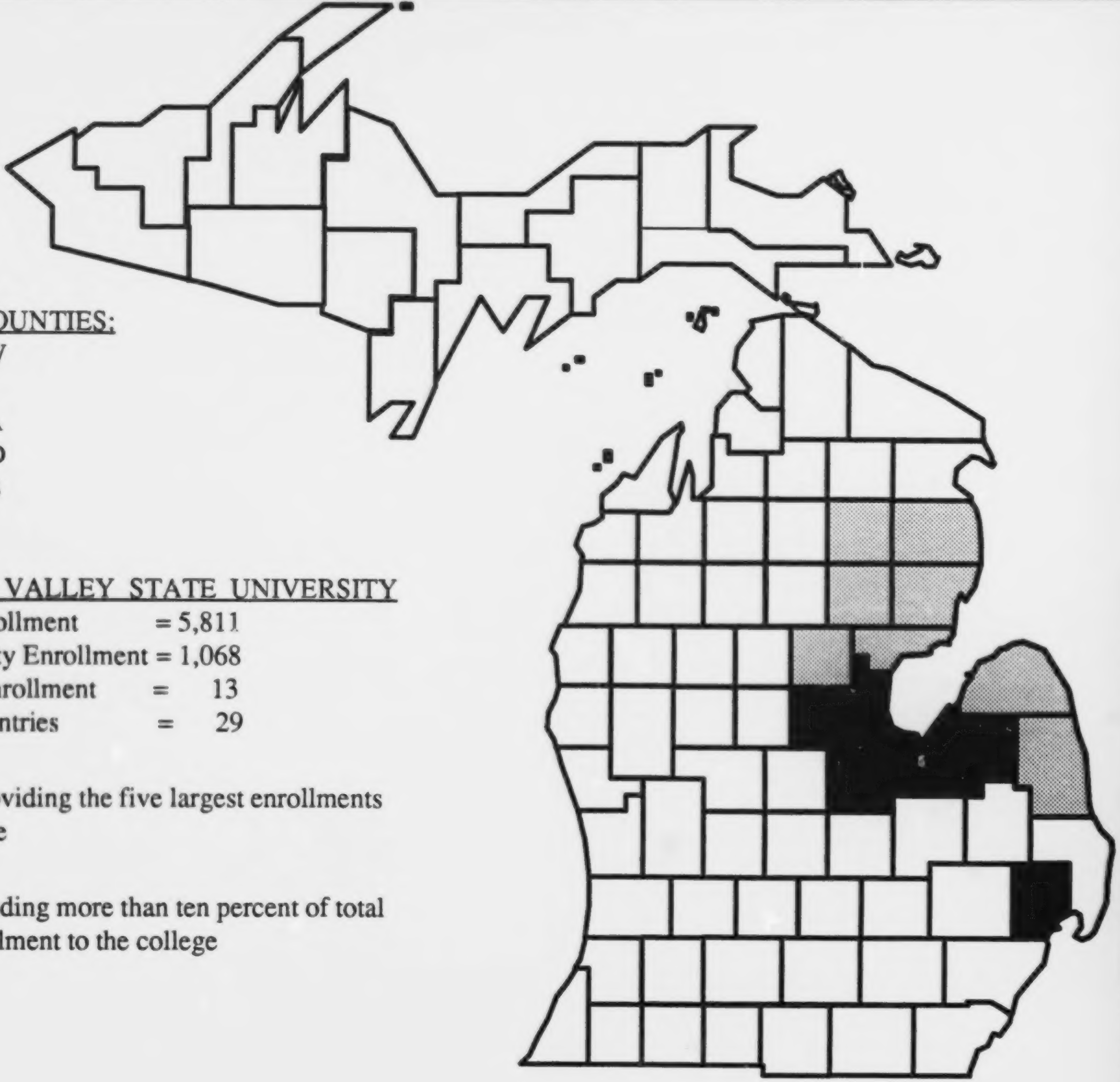
OAKLAND
MACOMB
WAYNE
GENESEE
ST. CLAIR

OAKLAND UNIVERSITY

In-State Enrollment	= 12,075
Home County Enrollment	= 5,998
Out-State Enrollment	= 61
Foreign Countries	= 118

■ Counties providing the five largest enrollments to the university

▨ Counties sending more than ten percent of total county enrollment to the university



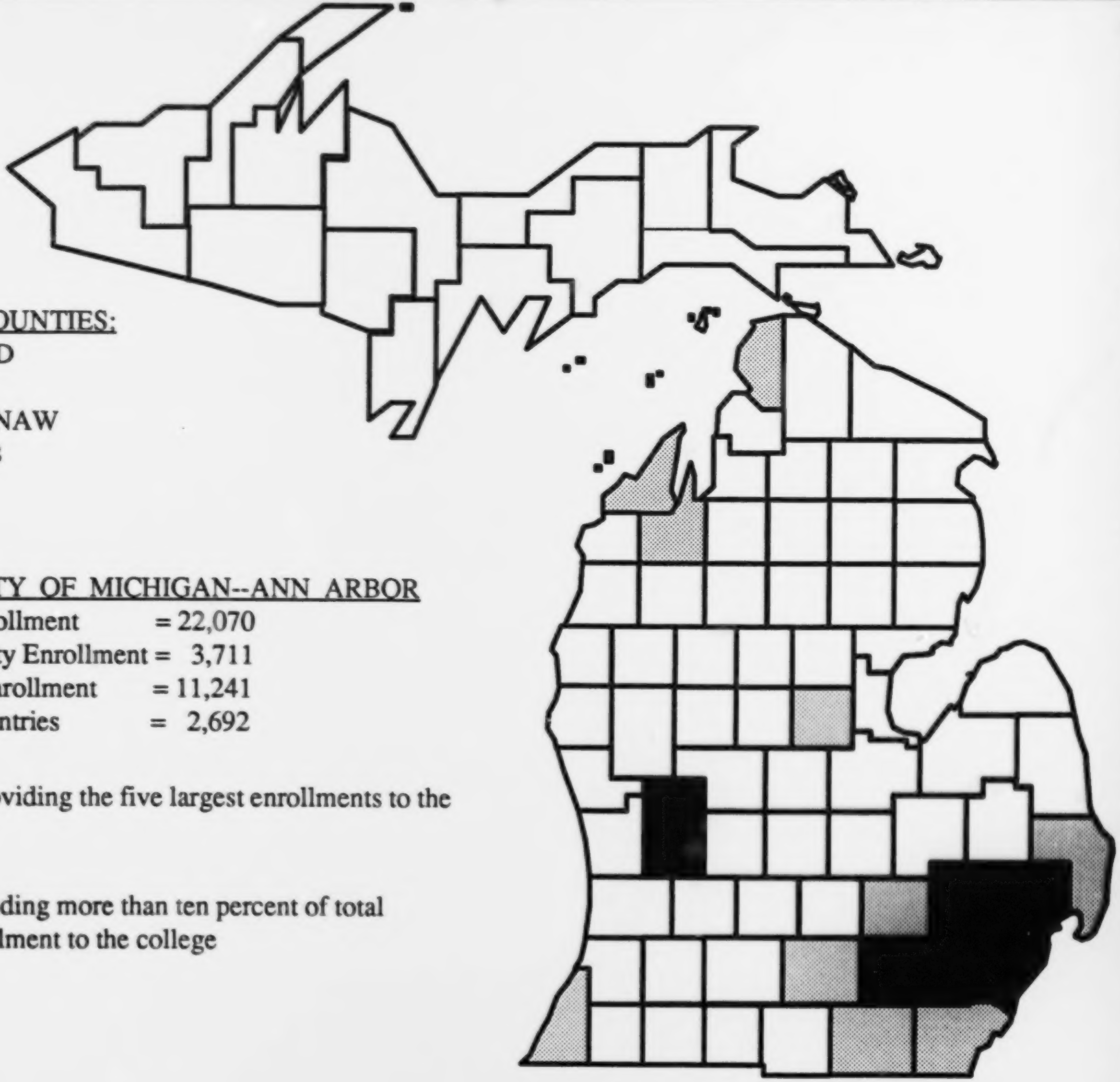
TOP 5 COUNTIES:
SAGINAW
BAY
TUSCOLA
MIDLAND
MACOMB

SAGINAW VALLEY STATE UNIVERSITY

In-State Enrollment = 5,811
Home County Enrollment = 1,068
Out-State Enrollment = 13
Foreign Countries = 29

■ Counties providing the five largest enrollments to the college

▨ Counties sending more than ten percent of total county enrollment to the college

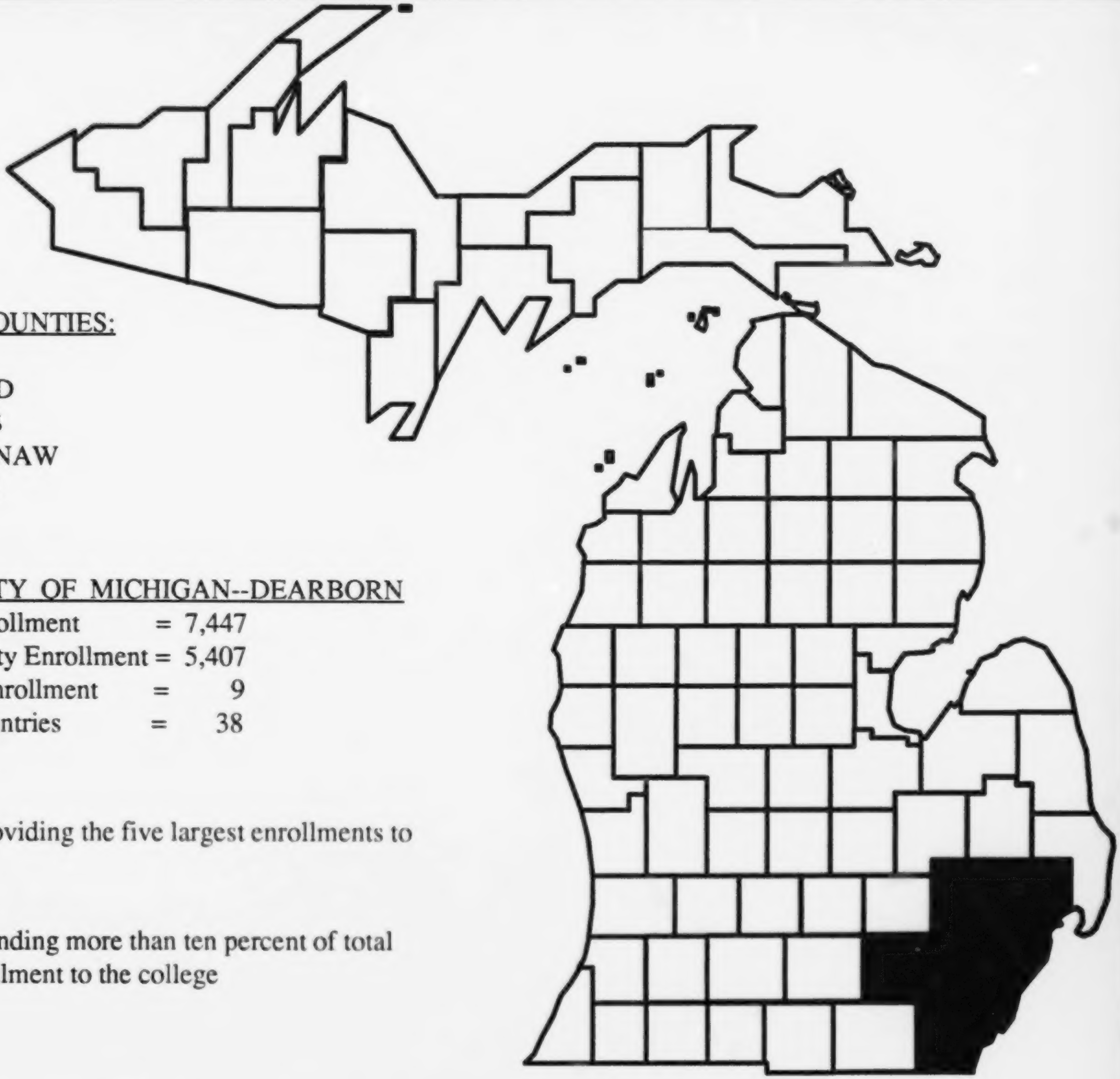


TOP 5 COUNTIES:
OAKLAND
WAYNE
WASHTENAW
MACOMB
KENT

UNIVERSITY OF MICHIGAN--ANN ARBOR
In-State Enrollment = 22,070
Home County Enrollment = 3,711
Out-State Enrollment = 11,241
Foreign Countries = 2,692

■ Counties providing the five largest enrollments to the college

▨ Counties sending more than ten percent of total county enrollment to the college



TOP 5 COUNTIES:

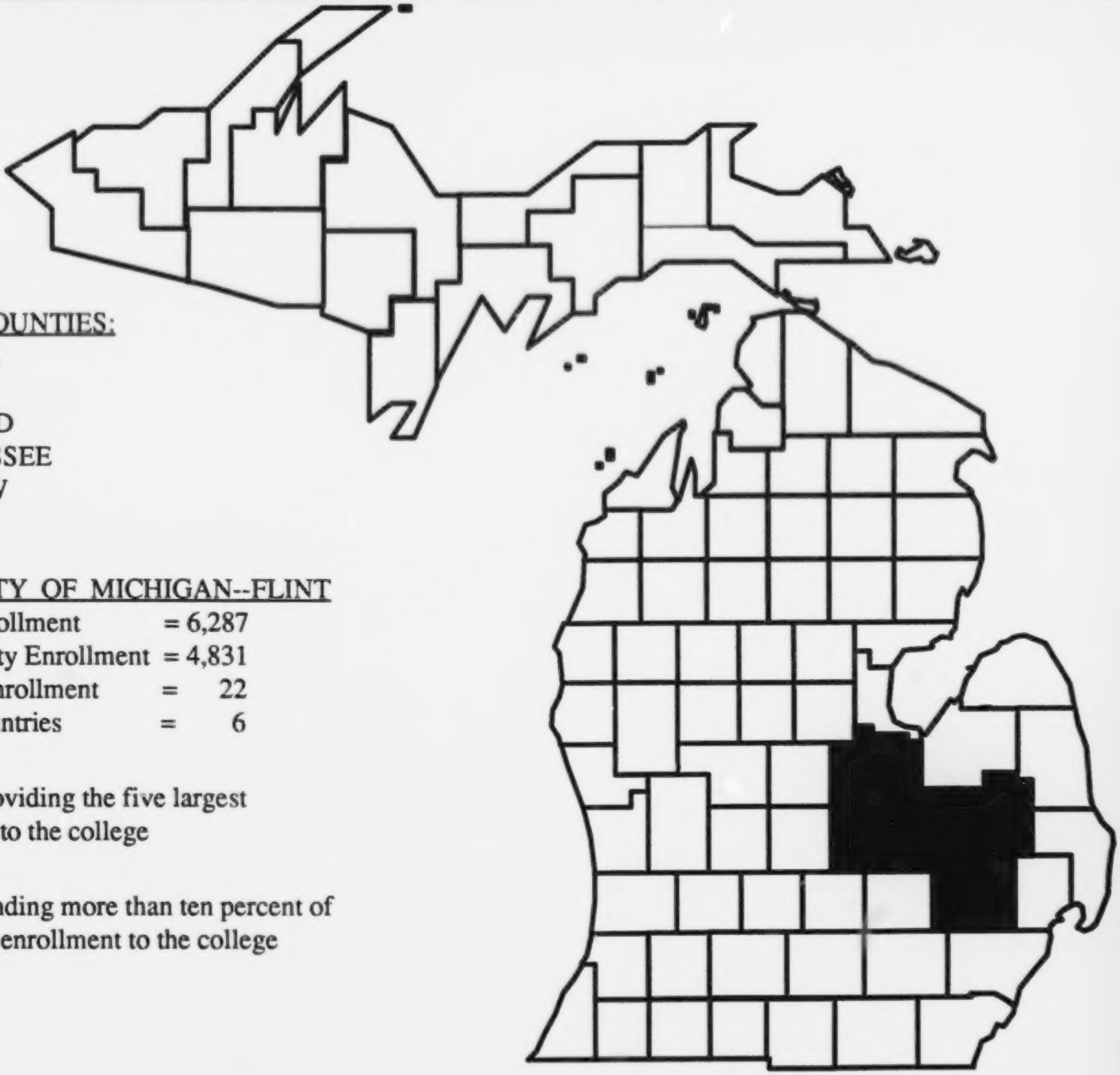
WAYNE
OAKLAND
MACOMB
WASHTENAW
MONROE

UNIVERSITY OF MICHIGAN--DEARBORN

In-State Enrollment = 7,447
Home County Enrollment = 5,407
Out-State Enrollment = 9
Foreign Countries = 38

■ Counties providing the five largest enrollments to the college

▨ Counties sending more than ten percent of total county enrollment to the college

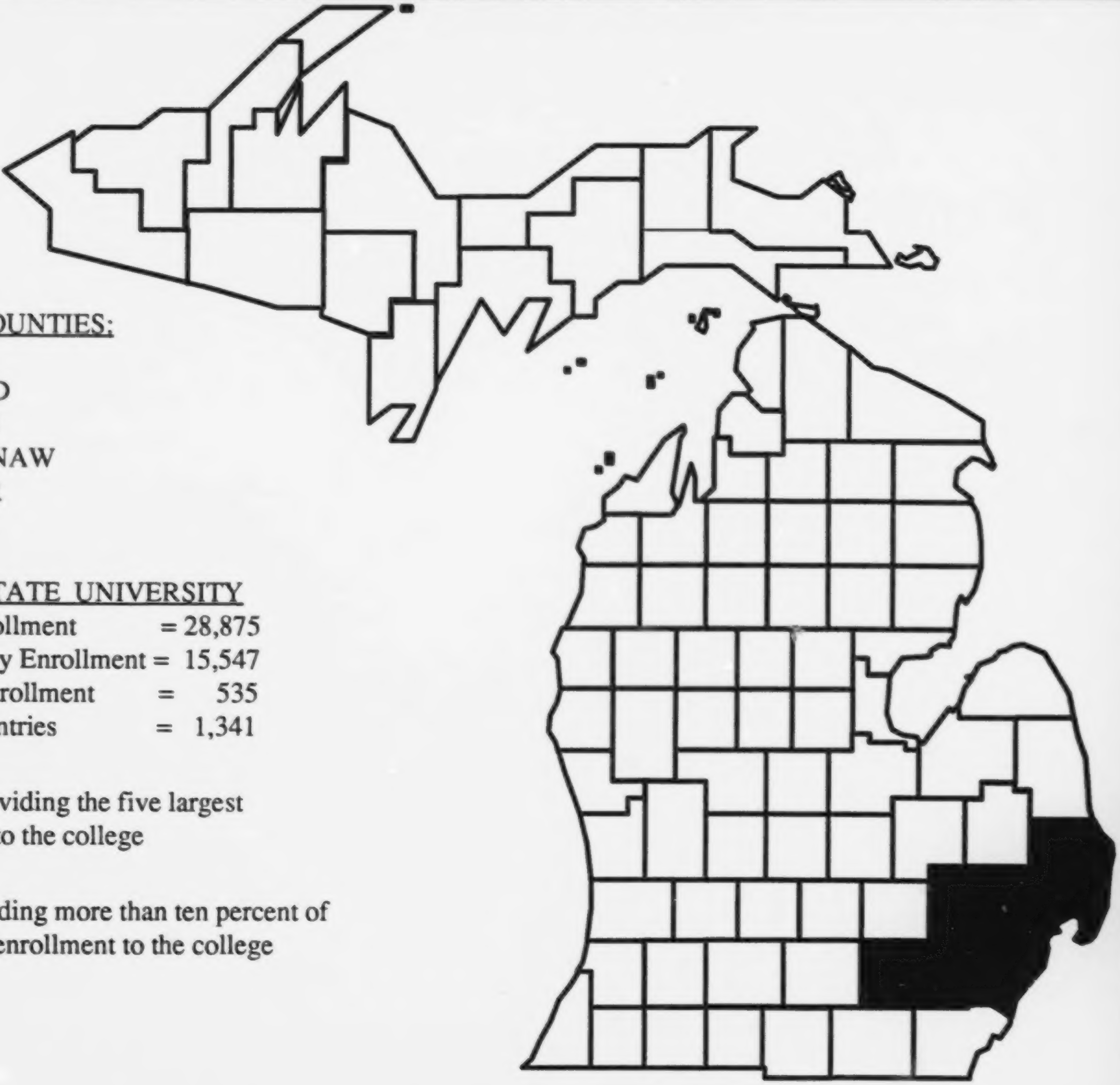


TOP 5 COUNTIES:
GENESEE
LAPEER
OAKLAND
SHIAWASSEE
SAGINAW

UNIVERSITY OF MICHIGAN--FLINT
In-State Enrollment = 6,287
Home County Enrollment = 4,831
Out-State Enrollment = 22
Foreign Countries = 6

■ Counties providing the five largest enrollments to the college

▨ Counties sending more than ten percent of total county enrollment to the college



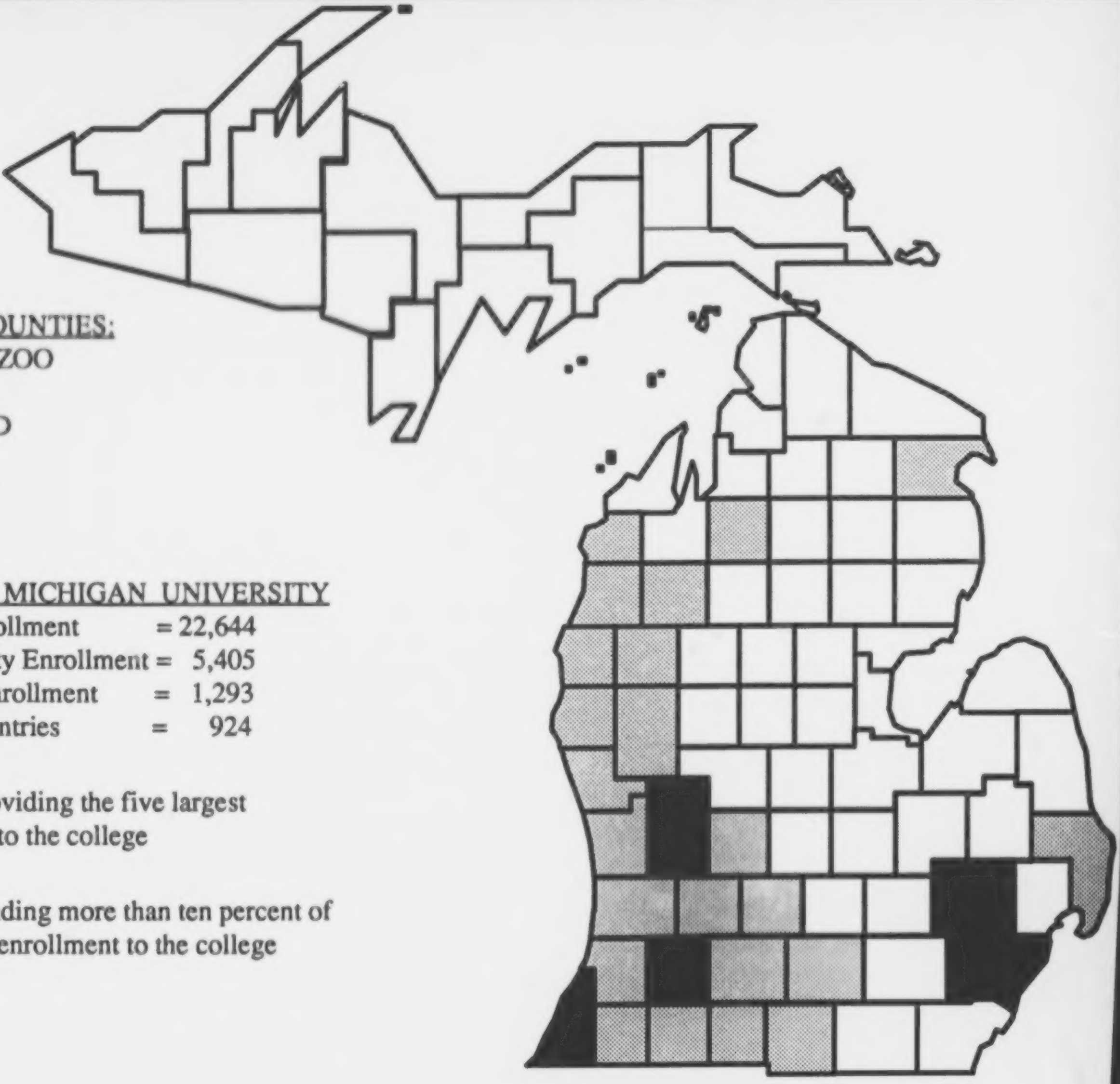
TOP 5 COUNTIES:
WAYNE
OAKLAND
MACOMB
WASHTENAW
ST. CLAIR

WAYNE STATE UNIVERSITY

In-State Enrollment	= 28,875
Home County Enrollment	= 15,547
Out-State Enrollment	= 535
Foreign Countries	= 1,341

■ Counties providing the five largest enrollments to the college

▒ Counties sending more than ten percent of total county enrollment to the college



TOP 5 COUNTIES:
KALAMAZOO
KENT
OAKLAND
WAYNE
BERRIEN

WESTERN MICHIGAN UNIVERSITY

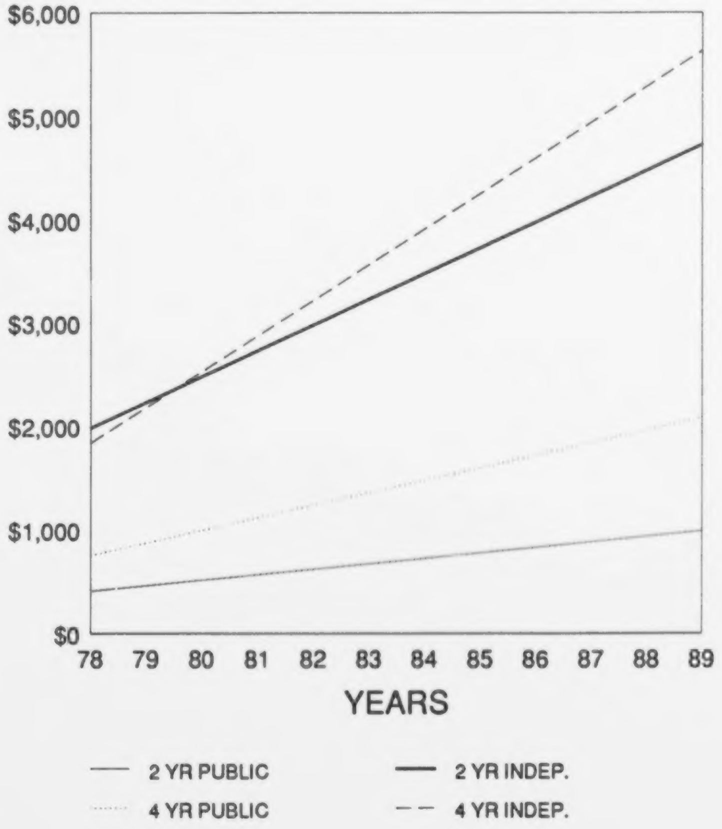
In-State Enrollment	= 22,644
Home County Enrollment	= 5,405
Out-State Enrollment	= 1,293
Foreign Countries	= 924

■ Counties providing the five largest enrollments to the college

▨ Counties sending more than ten percent of total county enrollment to the college

FINANCIAL ASSISTANCE

UNDERGRADUATE TUITION AND REQUIRED FEES



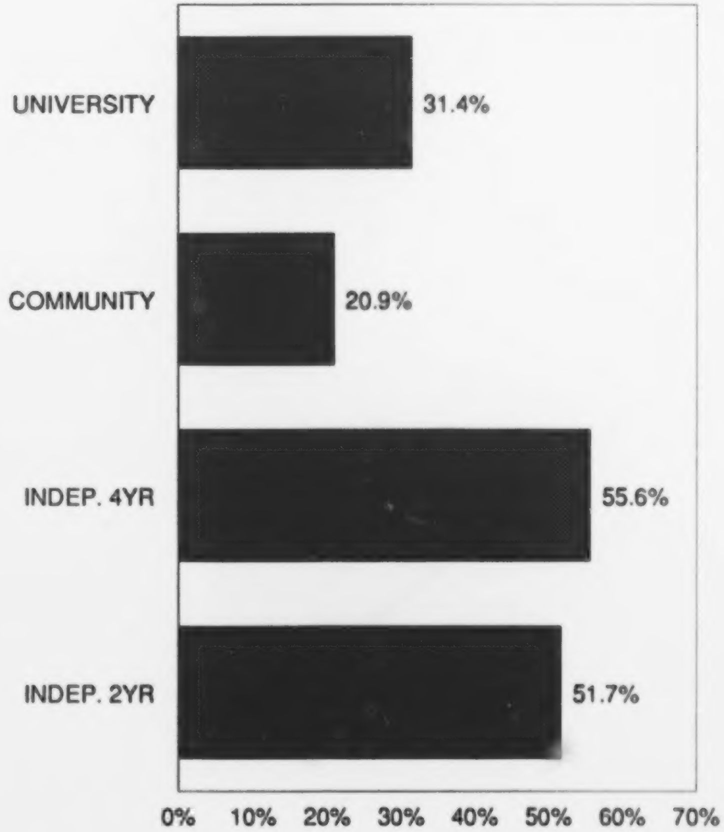
Trend data for Michigan show that undergraduate tuition and required fees (on an FTE basis) rose the fastest at independent four year colleges.

Double digit tuition and fee increases were the norm for most institutions in the early 1980's.

In both public and independent colleges, baccalaureate tuition and fees exceeded 2 year college costs (on an FTE basis). That gap has increased over time.

Independent colleges have shown a steady year-to-year student headcount enrollment increase, despite increased costs.

TUITION AND FEES PORTION OF FRESHMAN STUDENT EXPENSE, 1986-7



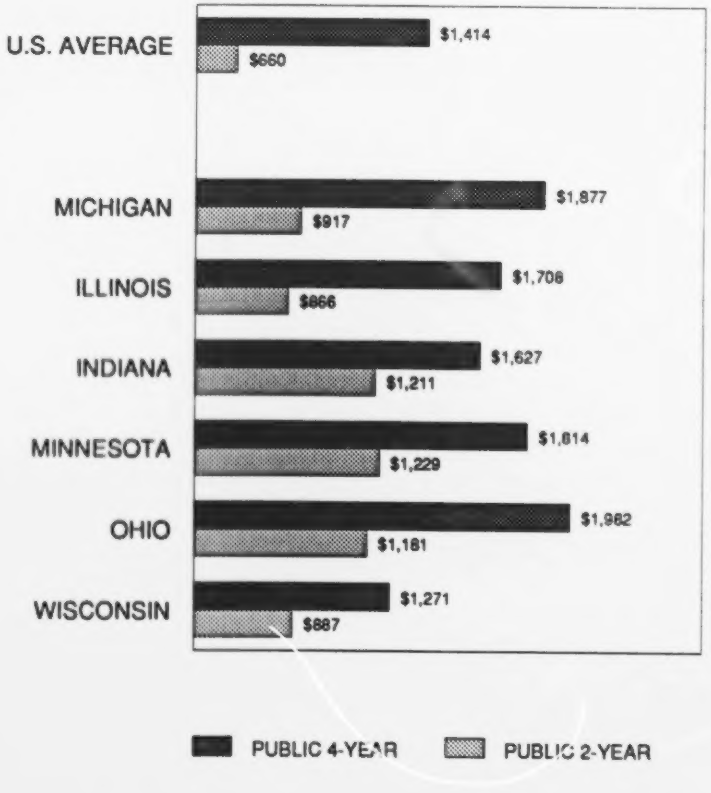
There are many significant costs associated with attending college in addition to tuition and required fees. Among these are room and board, books, equipment and transportation.

In 1987, $6,299 in college costs would consume almost half of the Michigan per capita disposable income, estimated at $13,065.

Averaging expenses for all types of colleges, tuition and fees made up 33% of the $6,299 in estimated college costs for freshmen in 1987. Consequently, the rapid increase in tuition and fee costs which occurred during the past ten years affected only one third of the cost of attending a public college.

Independent college tuition and fees made up more than one half of students' college costs, and tuition and fees in this sector rose the fastest over the past ten years.

AVERAGE TUITION PUBLIC COLLEGES U.S. & GREAT LAKES STATES, 1986-7



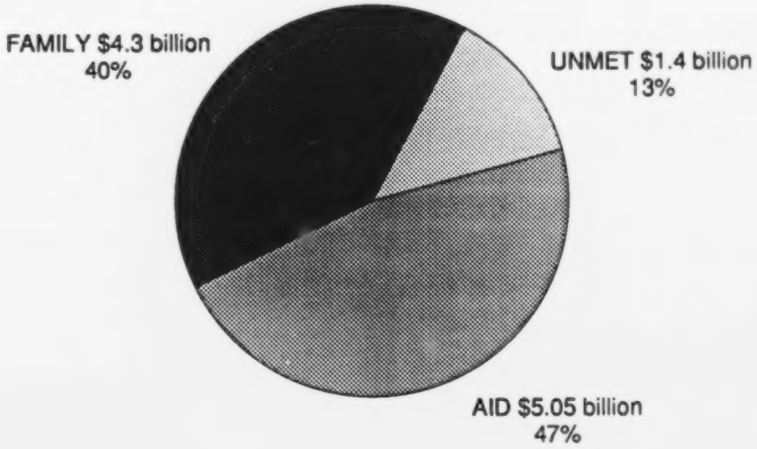
Michigan showed a greater difference in the costs of public universities and community colleges than was typical of the region.

Michigan community colleges, while more costly than the national average, were less costly than those in Indiana, Minnesota or Ohio and very close to costs in Illinois or Wisconsin.

Michigan public universities exceeded the nation and most states in the region in the average weighted cost of tuition and fees. Michigan's costs were close to the costs in Minnesota.

A national study (SHEEO, 1988) indicated that for many states the relationship between state appropriations and tuition increases is significant. When state appropriations were low, tuition increases were high and when appropriations increases were higher, tuition increases were smaller.

SOURCES OF SUPPORT, 1986-7



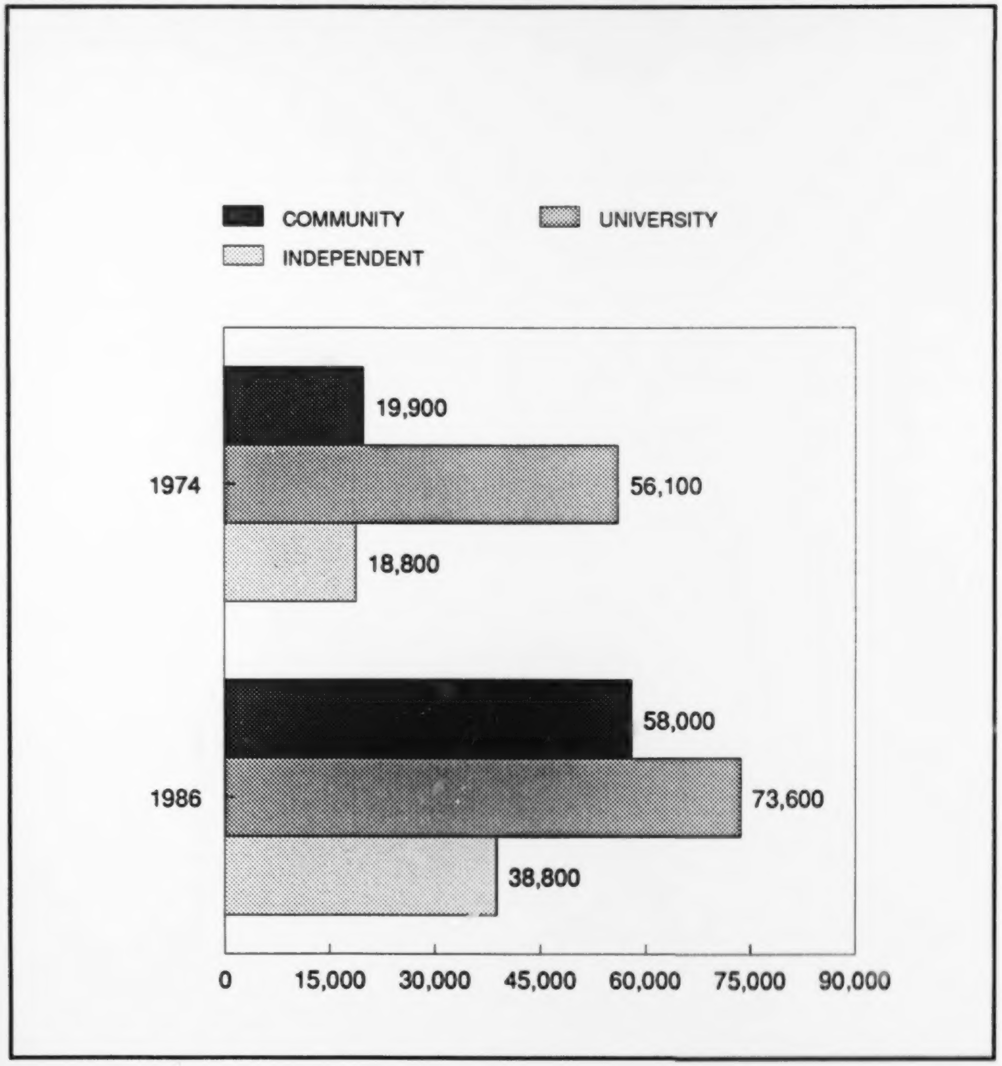
Even self-supporting students may use some family resources, such as earnings of a spouse.

After student aid offices establish the financial need of a student and allocate resources, the remaining level of need is considered "unmet need."

Students use different methods to reduce costs or to find additional resources, including extra hours of employment.

Unmet need rose in each type of college since 1976.

NEEDY UNDERGRADUATE APPLICANTS



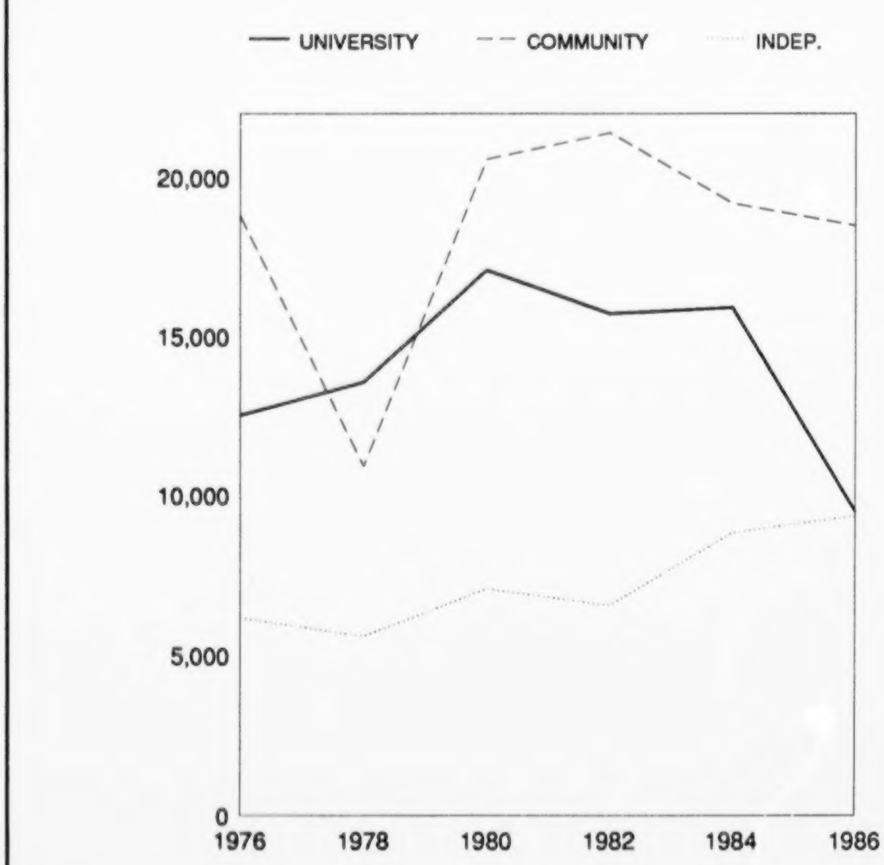
The number of applicants for financial aid who went through a needs determination process increased in every sector in the early 1980's, as Stafford (GSL) loans became need-based and the Middle Income program ended.

Enrollment patterns relate to changes in needy applicants for aid only in the independent colleges, which have shown increasing enrollment and increasing applicants for financial aid each year.

Public universities actually had higher enrollments prior to 1981, in the period when federal GSL Middle Income loans were available without a determination of need.

Students may be part or full-time, but must be enrolled for 6 credits to be eligible for aid.

NEEDY MINORITY APPLICANTS, 1986



Minority students were more than one-quarter of all needy applicants for financial aid in the last decade, with a drop in their proportion from 30% in 1976 to 24% in 1986. That drop took place mostly among public university students.

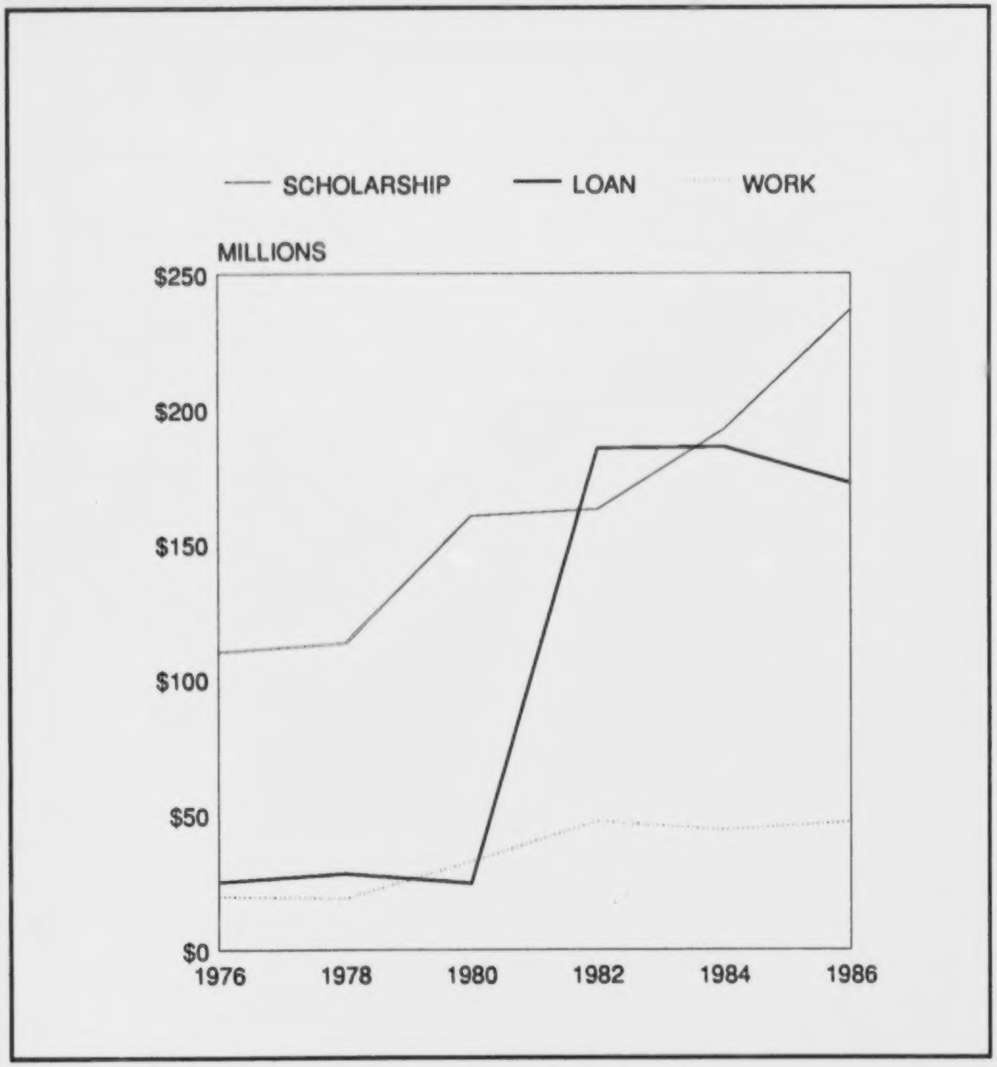
Minority student proportions in the student population changed little in the same period.

The increasing use of loans as a vehicle of aid has been seen as a deterrent to needy minority applicants concerned about taking on a large debt burden.

118

119

NEED-BASED ASSISTANCE TRENDS

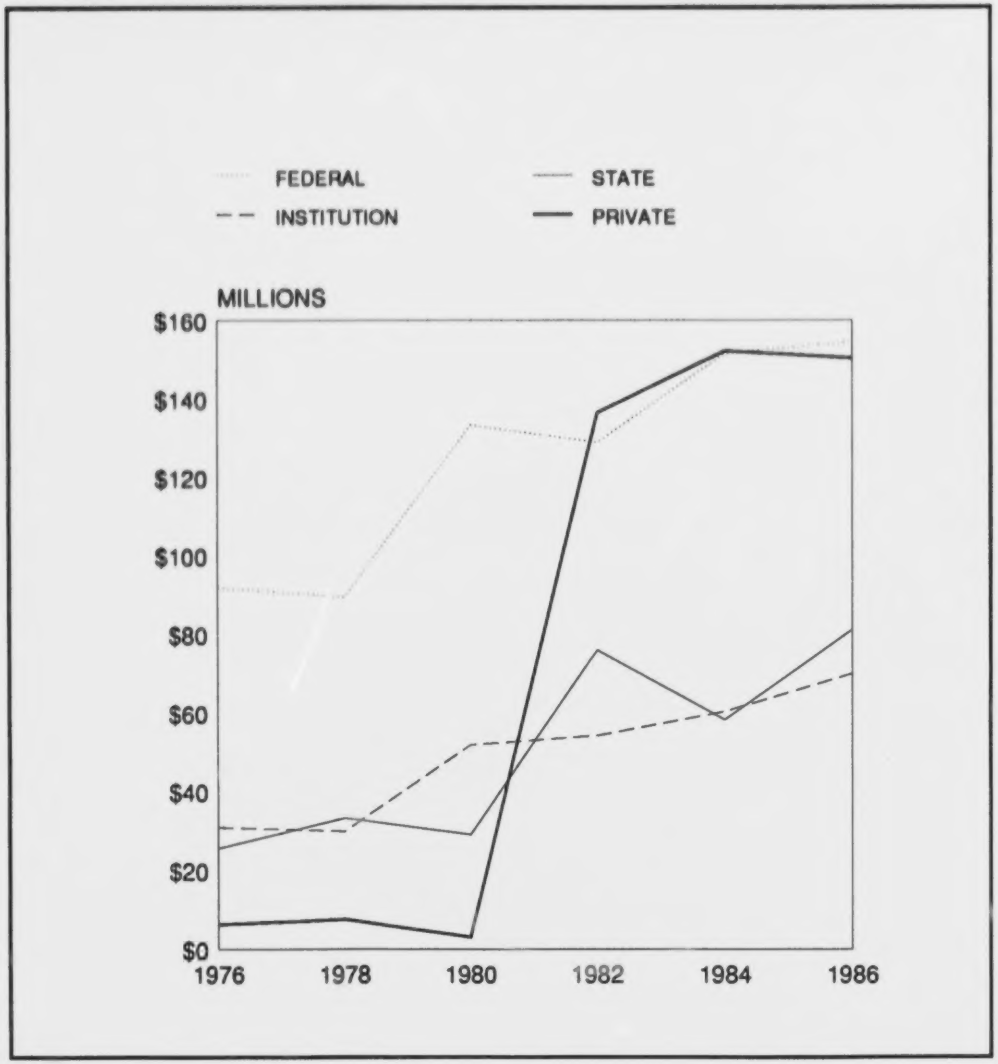


Need-based aid in general increased in volume after Congress required a needs determination for Stafford (GSL) loans

Loan dollars that had been available to middle-income families without a needs test prior to 1982 became need-based, driving up the loan assistance to needy students in all types of college.

Scholarship assistance to needy students rose more gradually, particularly in the form of Pell grants and Michigan Tuition Grants.

NEED-BASED FINANCIAL AID SOURCES

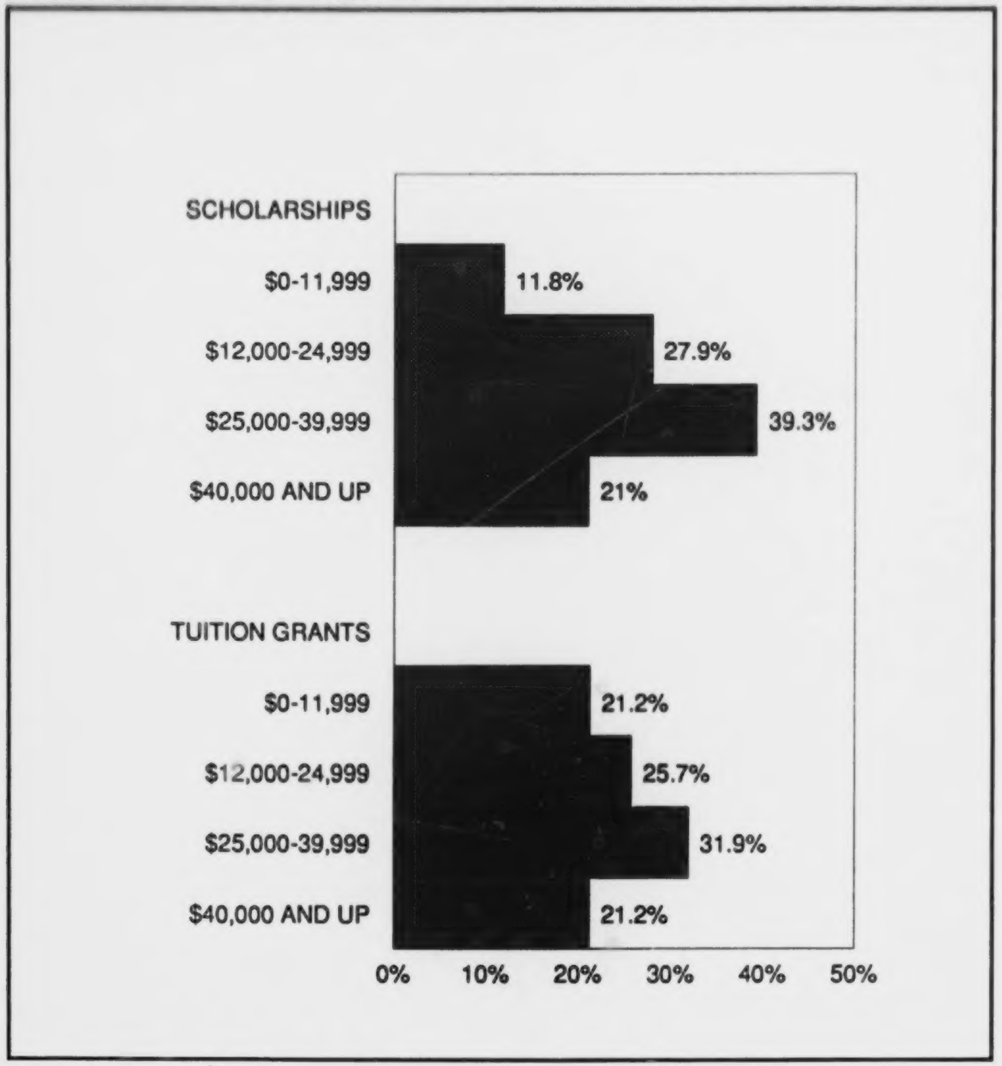


Loans made by private lenders are classified as private, even if guaranteed by the state or federal government. Increases in private aid are due to the federal switch from a Middle-Income, non-needs-based loan program to a needs basis in Stafford (GSL) loans.

Institutional sources of aid may include funds universities reserved from state aid for student assistance or funds independent colleges reserved for student assistance from state degree reimbursement dollars.

Federal funds, especially Pell grants, were the major source of aid to community college students throughout the decade.

AWARDS TO DEPENDENT STUDENTS BY INCOME LEVEL



Michigan Competitive Scholarships, which are awarded on the basis of need to students who qualified on the ACT test, were awarded primarily to dependent students with a family income between $12,000 and $39,999. Less than 12% of students who qualified on the test and on need were from families earning less than $12,000.

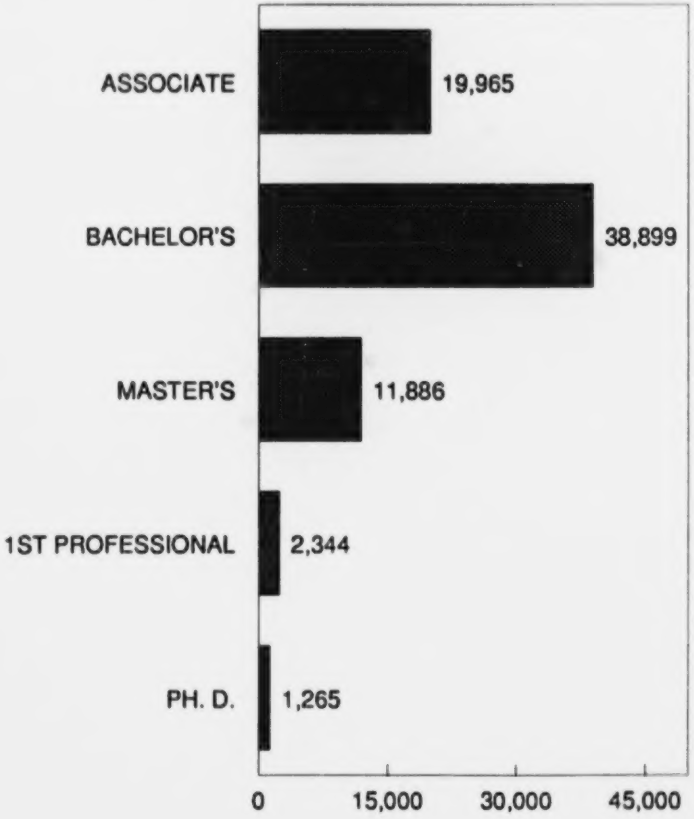
Tuition Grants, which are awarded to students at independent colleges exclusively on the basis of financial need, were almost as likely to go to students whose families earned less than $12,000 as to the $12 to $25,000 category. 8% of Tuition Grants go to graduate students.

For both types of aid, 21% of awards went to needy students whose families earned $40,000 or more. Across the state, the median family income was $34,600 in 1987-8. In metropolitan areas, the median was $36,500 while it was $26,900 in non-metropolitan areas (DMB).

Differential Grants (non-need based) were dropped in 1984-5, with funds reallocated to Tuition grants.

OUTCOMES

DEGREE PIPELINE, 1988



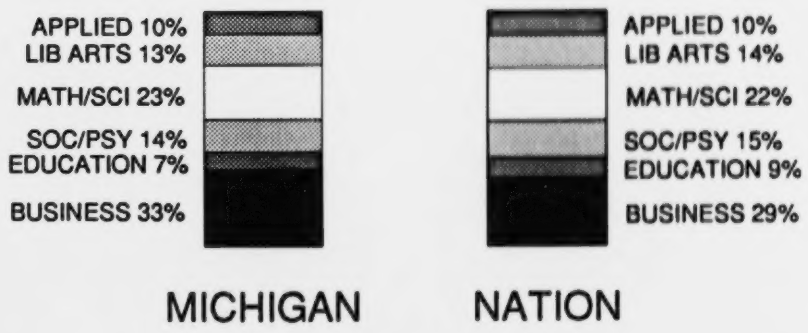
Most degrees earned at Michigan colleges and universities in the 1987-8 academic year were Bachelor's degrees. Michigan institutions awarded 38,899 Bachelor's degrees, close to the decade's peak of 39,083 degrees in 1983. Michigan colleges accounted for 4% of all U.S. Bachelor's degrees.

Michigan colleges awarded almost 20,000 Associate's degrees during academic year 1987-88. These prepare students for technical careers or for transfer to a baccalaureate program.

Graduate degrees peaked in most of the nation in the late 1970's. During 1987-88, Michigan colleges and universities awarded 11,886 Master's degrees, down from 14,896 in 1979, and 1,265 Ph.D. degrees, down from a high of 1,635 in 1975.

Twice as many men as women earned First-Professional degrees at Michigan colleges.

BACHELOR'S DEGREES BY PROGRAM AREA, MICHIGAN AND THE NATION



The largest number of Bachelor's degrees, over the last decade, have been in Business fields. That trend continued in Michigan in 1988 and, to a slightly lesser extent, across the nation in 1987.

The combination of Math, Physical, Agricultural and Life Sciences, Engineering and Computer Science accounted for more than a fifth of all Bachelor's degrees, in the U.S. and in Michigan. The proportion of Michigan degrees in Liberal Arts and in Social Sciences, Public Affairs and Psychology also were very similar to national figures.

Education showed a slightly lower concentration of degrees in Michigan than in other states.

Ten percent of Bachelor's degrees earned in Michigan, as across the nation, were in applied fields other than those listed above. Applied fields include Home Economics, Parks, Protective Services, Health and various technology areas.

COMMUNITY COLLEGE ASSOCIATE'S DEGREES CONFERRED, 1988

All Michigan community colleges offer the Associate's degree and all made some awards in 1988 in the fields of Business and Health Science. Most also made awards in Engineering, Liberal/General Studies,Trade, Public Affairs and Allied Health.

Lansing Community College and Grand Rapids Junior College awarded Associate's degrees in the broadest array of areas. Several colleges were relatively specialized in the programs granting Associate's degrees.

COMMUNITY COLLEGE DEGREES CONFERRED 1987-88

ASSOCIATE PROGRAMS

	LANSING COMM	GRAND RAPIDS	SOUTHWESTERN	HENRY FORD	LAKE MICH	OAKLAND	MACOMB	GOGEBIC	SCHOOLCRAFT	MOTT	WAYNE COMM	ST CLAIR	DELTA	JACKSON	KELLOGG	WASHTENAW	KALAMAZOO VLY	KIRTLAND	MID MICH	MUSKEGON COMM	HIGHLAND PARK	NORTH CENTRAL	NORTHWESTERN	WEST SHORE	ALPENA	BAY DE NOC	GLEN OAKS	MONROE	MONTCALM
CONSUMER, PERSONAL, & MISC						□	□	□	□									□											□
AG & NAT. RESOURCES			□			□		□			□	□		□															
LIBRARY & ARCHIVAL SCI						□																							
INDUSTRIAL ARTS			□	□																									
PARKS & REC								□		□																			
EDUCATION		■	■		□			□	■	□							□			□									
FOREIGN LANG	□																												
LIFE SCIENCES	□	□	□		□					□																	□		
SOCIAL SCIENCES	□	□			□																					□			
LETTERS	□	□		□																									
COMPUTER & INF	□	□	□	■	□	■	■		□		■	□	■	□	□			□			□		□					□	
HOME ECONOMICS	□	■		■	□	■	■	□	■	■	□	□	□			□					□		□	□				□	
MULTI/INTERM STU	□							□		■									□										
PHYSICAL SCIENCES	□	□	□	■	□	■	□		□					■								□							
MATHEMATICS	□	□	□																								□		
VISUAL & PERF. ARTS	□	□	□	□	□	□	□		□		□									□									
ARCHITECT & ENVIRONMENT	□	□	□	□			□				□																		
PSYCHOLOGY	□	□			□																								
LAW	□	□	□	■		□	■	□		□				□	□														
COMMUNICATIONS	□	□	□	□	□	■	□		□			□	□		□	□													
PUBLIC AFFAIRS	■	■	□	■	□	■	■	□	□	■	■	□	■	□	□	□	■	■	□		□	□		□	□				□
ALLIED HEALTH	■	■		■	□	■	■	□	■	■	■	□	■	□	■	■	■		□	□	■	□	□					□	
HEALTH SCIENCES	■	■	■	■	■	□	■	□	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	□	■	□	■	■
TRADE/INDUST	■	■	□	□	□	■	■	□	□	□	□	□	■		□	□	■	□	□	□		□	■	□	□	□			
ENGINEERING	■	■	□	■	□	■	■	□	■	■	□	□	■	□	■	■	■	□	□	■	□		□	□	■	■	□	■	□
LIBERAL/GENERAL	■	■	■	■	□	■	■	□	■	■	■	■	■	■	■	■	■	■	□	■		■		■	■	■	■		■
BUSINESS	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	□	□	■	□	■	■	■	■	■

■ 25 OR MORE DEGREES

□ FEWER THAN 25 DEGREES

PUBLIC UNIVERSITY ASSOCIATE'S DEGREES, 1988

Four public universities in Michigan award Associate's degrees. Three universities, Ferris State, Lake Superior State and Northern Michigan University, act as community colleges in their regions. The fourth, Michigan Technological University, awards degrees in technical and forestry areas aligned with its technical focus.

Ferris State University awarded the greatest number of Associate degrees in the greatest variety of programs.

The three universities that serve as community colleges each had one concentration of awards in the Business programs. All four universities conferred Associate's degrees in Engineering Technology and in Liberal/General Studies.

PUBLIC UNIVERSITY DEGREES CONFERRED 1987-88

ASSOCIATE PROGRAMS

	FERRIS ST UNIV	LK SUP ST UNIV	NORTHERN MI UNIV	MICH TECH UNIV
PUBLIC AFFAIRS		□	□	
VISUAL & PERF ARTS			□	
CONSUMER, PERSONAL &	□			
PHYSICAL SCIENCE	□	□		
AG & NAT. RES.	□	□		□
EDUCATION	□			
MULT/INTER STUDIES	□			
TRADE/INDUSTRY	■	□	□	
COMMUNICATIONS	■			
LAW	■	□		
LIBERAL GEN STUDIES	■	□	□	□
HOME ECONOMICS	■	□	□	
HEALTH SCIENCES	■	□		
BUSINESS	■	■	■	
ALLIED HEALTH	■	□	□	
ENGINEERING	■	■	□	■

■ 25 OR MORE DEGREES

□ FEWER THAN 25 DEGREES

INDEPENDENT COLLEGE ASSOCIATE DEGREES CONFERRED, 1988

The greatest number of Associate's degree programs in Independent colleges awarded degrees in Business, followed by Engineering and Liberal Arts.

Siena Heights, Suomi, Jordan and Madonna College had the greatest number of active programs at the Associate's level.

Many independent colleges had graduates in only one Associate's program, typically a Business or a Liberal Arts program.

INDEPENDENT COLLEGE AND UNIVERSITY DEGREES CONFERRED 1987-88

ASSOCIATE PROGRAMS

	SIENA HEIGHTS	SUOMI	JORDAN	MADONNA	ANDREWS	BAKER COLLEGE	GR LAKES JR	MARYGROVE	MERCY	MI CHRISTIAN	MUSKEGON	DAVENPORT	DETROIT/BUS.	LAWRENCE	NORTHWOOD	GRACE BIBLE	KENDALL	LEWIS	SPRING ARBOR	WM. TYNDALE	AQUINAS	CENTRAL BIB.	CLEARY	CONCORDIA	GR RAPIDS BP	GR LAKES BIB.	REFORMED BIB.	SACRED HEART
LETTERS		□																										
EDUCATION		■																										
COMMUNICATIONS				□											■													
PHILOSOPHY & RELGN.				□																								
THEOLOGY																□						□				□	□	□
TRADE/INDUS.					□								□															
AG & NATURAL RESOURCES			□		□																							
LAW		□		□						□																		
MULT/INTERM				□																								
PHYSICAL SCIENCE														□														
CONS., PERSONAL & MISC			□																									
ALLIED HEALTH		□				□	■	□	■		□	□																
ARCH & ENVIORN						□											□											
SOCIAL SCIENCES				□																□								
COMP. & INF. SCI	□	□	□			□	□	□			□	□	□	□	□			□										
HEALTH SCIENCES	□	□							■																			
PSYCHOLOGY	□																											
PUBLIC AFFAIRS	□	□	□	□																								
VIS & PERF ARTS	□	□			□	□											□		□									
LIBERAL/GENERAL	□	□	■					□		□						□			□	■	□			□				
HOME ECON	□		□	□	□				□																			
ENGINEERING	□		□		□	□	□				■			■														
BUSINESS	□	■	■	□	□	■	■	□	□	□	■	■	■		□			□					■		□			

■ 25 OR MORE DEGREES

□ FEWER THAN 25 DEGREES

PUBLIC UNIVERSITY BACCALAUREATE DEGREES, 1988

All fifteen public universities conferred 20 or more Bachelor's degrees in Business during 1988 and all conferred at least some degrees in Engineering or Engineering Technology in Life Sciences and in Mathematics.

All but two universities conferred at least 20 Bachelor's degrees in Education and in Health Science.

Communications, Social Sciences, Public Affairs, Visual Arts, Computer Sciences, and Letters are programs that produced Bachelor's degrees at almost every university.

Few Bachelor's degrees were awarded in Library Science or in Law, and only a few universities awarded more than 20 degrees in Parks and Recreation, Area Studies, Philosophy, Architecture or Trade.

PUBLIC UNIVERSITY DEGREES CONFERRED 1987-88

BACCALAUREATE PROGRAMS

	WESTERN MI UNIV	EASTERN MI UNIV	MICH ST UNIV	CENTRAL MI UNIV	NORTHERN MI UNIV	UNIV OF MICH	GR VALLEY ST UNIV	WAYNE ST UNIV	OAKLAND UNIV	UNIV OF MI-FLINT	SAG VALLEY ST UNIV	UNIV OF MI-DEARBORN	LK SUP ST UNIV	FERRIS ST UNIV	MICH TECH UNIV
LIBRARY & ARCHIVES				□											
LAW		□	□				□								
PARKS & REC		□	■	■	□			□					□	□	
AREA & ETHNIC STUDIES	□	□				■			□			□			
PHILOSOPHY & RELIGION	□	□	□	□	□	■	□	□	□	□		□			
HOME ECONOMICS	□	■	■	■	■	□		■							
TRADE/INDUST (MECH)	□														
HEALTH SCIENCE	■	■	■	■	■	■	■	■	■	■	■	□	□	■	■
ARCH. & ENVIRON	■	□	■	□	□	■									
FOREIGN LANG.	■	□	■	■	□	■	□	■	□	□	□				
MATHEMATICS	■	■	■	■	□	■	□	□	□	□	□	□	□	□	■
LIFE SCIENCES	■	■	■	■	■	■	□	■	■	■	□	■	□	■	■
MULTI/INTER	■	□	■	■		■	■	■		□	□		■		
AGRICULTURE	■		■		□	■	□					□	□		□
IND. ARTS	■				□										
PHYSICAL SCIENCE	■	■	■	■	□	■	□	■	□	■	□	■	□		■
LIBERAL GENERAL STUDIES	■	□	■			■	□		■	□		■	□		□
PSYCHOLOGY	■	■	■	■	■	■	■	■	■	■	□	■	□		
LETTERS	■	■	■	■	■	■	■	■	■	□	■	□	□	□	
ALLIED HEALTH	■	■	■	■	□	■	■	■	■	■	□		□	□	
COMP & INFO SC.	■	■	■	■	■	■	■	■	■	■	■	■		■	■
VISUAL & PERF ARTS	■	■	■	■	■	■	■	■	■	□	□	□			
SOCIAL SCIENCES	■	■	■	■	■	■	■	■	■	■	■	■	□		□
PUBLIC AFFAIRS	■	■	■	■	■		■	■	■	■	■	□	■	■	
COMMUNICATIONS	■	■	■	■	■	■	■	■	■		□			■	■
EDUCATION	■	■	■	■	■	■	■	■	■	■	■	■		■	
ENGINEERING	■	■	■	■	■	■	□	■	■	□	■	■	■	■	■
BUSINESS	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■

■ 20 OR MORE DEGREES

□ FEWER THAN 20 DEGREES

INDEPENDENT COLLEGE BACHELOR'S DEGREES CONFERRED, 1988

The greatest number of degree-granting Bachelor's programs were Business programs, as is typical around the nation.

Andrews University, the University of Detroit, Calvin College and Madonna College reported Bachelor's degrees in the greatest variety of programs in 1988.

Several independent colleges specialize in one or two baccalaureate programs.

INDEPENDENT COLLEGE AND UNIVERSITY DEGREES CONFERRED 1987-88

BACCALAUREATE PROGRAMS

	ANDREWS	UN OF DETROIT	CALVIN	MADONNA	HOPE	SIENA HGTS.	AQUINAS	SPRING ARBOR	ADRIAN	ALBION	ALMA	MERCY	HILLSDALE	MARYGROVE	CONCORDIA	GR RAPIDS BAP.	KALAMAZOO	OLIVET	NAZERETH	ST. MARYS	LAWRENCE	WM TYNDALE	KENDALL	SACRED HEART	BAKER	DAVENPORT	DETROIT-BUS.	GMI ENG.	GR. LAKES	JORDAN	NORTHWOOD	WALSH	CTR CREAT.STU.	CLEARY	D'ETRE	GRACE BIB.	MI CHRISTIAN	REFORMED	YESHIVA
PUBLIC AFFAIRS		□	□	■	□	□		□				□		□					□																				
LIBERAL/GENERAL						□	■											□	□			□								□									
LAW		□		■								□																											□
PHILOSOPHY & RELIGN.	□	□	□		□	□	□	□	□	□	□		□		□	□	□			□				□															
MATH	□	□	□	□	□		□	□	□	□	□	□	□				□		□		■																		
AG & NAT. RES.	□																													□									
LETTERS	□	□	■	□	■	□	■	□	■	■	□	□	□	□	□	■	□	□						□															
ENGINEERING	□	■	■	□	□	■															■							■											
MULTI/INTERM	□		□	□	■	□				□											□	□		□					□										
FOREIGN LANG	□	□	■		□		□	□	□	□	□		□	□	□	□	□																						
ALLIED HEALTH	□	□	□	■		■						■							□	□																			
THEOLOGY	□														□	□				□		□							□							□	□	■	
PHYSICAL SCIENCES	□	□	■		■		□	□	□	□	□	□	□		□		■	□		□	□																		
SOCIAL SCIENCES	□	□	■	■	■	□	■	■	■	■	■	□	■	□	□	□	■	■		□																			
ARCH & ENVIRON	□	■					□														■		■																
COMP. & INFORM SCI	□	□	□	□	□	□	■	□	□		□	□		□			□								□	□	□				□	■							
TRADE/INDUST	□			□																																			
HOME ECONOMICS	□			■		□			□			□		□																									
VISUAL & PERF. ARTS	□	□	■	□	□	□	□	□	□	□	□		□	□	□	□	■	□					■										■						
COMMUNICATIONS	□	■	■	□	□		■	□		■	□		■	□				□		□			□																
HEALTH SCIENCE	■	■	■	■	■	■						■							■																				
PSYCHOLOGY	■	□	■	□	■	□	□	□	□	□	□	□	□	□	□	□	■	□	□			□																	
EDUCATION	■	□	■	□	■	□	■	□	■	□	□		□	□	□	□		□	□			□																	
BUSINESS	■	■	■	■	■	■	■	■	■	■	■	■	■	■	□	■		■	■	□	■				□	■	■	■			□	■		■	□				
LIFE SCIENCES	■	■	■	□	■	□	□	□	■	■	■	□	□	□		□	■	□	□																				

■ 20 OR MORE DEGREES

□ FEWER THAN 20 DEGREES

PUBLIC UNIVERSITY MASTER'S DEGREES, 1988

As with Bachelor's degrees, the program in which all universities awarded a Master's degree in 1988 was Business. Education, Engineering and Public Affairs were the next most often reported programs for Master's completion.

The University of Michigan and Michigan State University reported more than 15 Master's degrees in the greatest number of program areas. Lake Superior State reported only Business degrees, while Ferris State, the University of Michigan-Flint, Saginaw Valley State and Grand Valley State University reported Master's completions in Business and at least one other program.

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PUBLIC UNIVERSITY DEGREES CONFERRED 1987-88

MASTER PROGRAMS

	UNIV OF MICH	MICH ST UNIV	WAYNE ST UNIV	WESTERN MI UNIV	CENTRAL MI UNIV	EASTERN MI UNIV	OAKLAND UNIV	MICH TECH UNIV	NORTHERN MI UNIV	UNIV OF MI-DEARBORN	GR VALLEY ST UNIV	SAG VALLEY ST UNIV	UNIV OF MI-FLINT	FERRIS ST UNIV	LK SUP ST UNIV
LIBERAL/GENERAL										□			□		
PARKS & REC		□	□		□										
COMP & INF	□	■	■	■	■	□	■	□							
MULTI/INTERM.	□			□		□						□			
PHILOSOPHY & RELIGION	□	□	□												
ALLIED HEALTH	□	■	□	■	■				□						
HOME ECON	□	■	□	□	□	■									
COMMUNICATIONS	■	■		■	□	■		□							
LAW	■		■												
PSYCHOLOGY	■	■	■	■	■	■	□								
MATH	■	■	□	□	□	□	□	□							
FOREIGN LANG.	■	■	□												
AREA & ETHNIC STUDIES	■														
AG & NAT. RES.	■	■						□							
PHYSICAL SCI.	■	■	■	■	□	□	□	□							
LETTERS	■	■	■	■	□	■	□		□						
LIFE SCIENCES	■	■	■	□	□	□	□	□	□						
SOCIAL SCIENCES	■	■	■	■	■	■	□		□						
EDUCATION	■	■	■	■	■	■	■		■	■	■	■		■	
VISUAL & PERF. ARTS	■	■	■	■	□	■	□								
ARCH & ENVIRON	■	□	□			□									
LIB & ARCH. SCI	■		■	□	□										
HEALTH SCIENCES	■	■	■	■	■		□		■		□				
PUBLIC AFFAIRS	■	■	■	■	□	□	□		■	□	■		□		
ENGINEERING	■	■	■	■		■	■	■		■					
BUSINESS	■	■	■	■	■	■	■	□	□	■	■	■	■	□	□

■ 15 OR MORE DEGREES

□ FEWER THAN 15 DEGREES

INDEPENDENT COLLEGE MASTER'S DEGREES CONFERRED, 1988

Andrews University and the University of Detroit conferred Master's degrees in the broadest array of programs in 1988.

Most Master's degrees were in Education, Business or Health programs.

Several independent colleges specialize at the Master's level in Theology.

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INDEPENDENT COLLEGE AND UNIVERSITY DEGREES CONFERRED 1987-88

MASTER PROGRAMS

	ANDREWS	UN OF DETROIT	MARYGROVE	MERCY	CALVIN	CRANBROOK	GR RAPIDS BAP.	MADONNA	NAZARETH	AQUINAS	CALVIN THEO.	CTR HUMANISTIC	D'ETRE	GMI ENG.	SIENA HGTS.	SS CYRIL	WALSH	WESTERN	YESHIVA
ARCH ENVIRONMENT						□													
LAW																			□
PUBLIC AFFAIRS		■																	
PHYSICAL SCIENCES		□																	
PSYCHOLOGY		□		■								■							
THEOLOGY							■				■					□		□	
COMP & INF SCI		■																	
PHILOS. & RELIGION	■	□	□																
FOREIGN LANGUAGES	□		□																
ENGINEERING	□	■																	
LIFE SCIENCES	□	□																	
SOCIAL SCIENCES	□	□																	
MULTI/INTERM	□	□			□														
HOME ECONOMICS	□																		
LETTERS	□	□																	
VISUAL & PERF ARTS	□					■													
BUSINESS	□	■	□					■	■	■			□	■			■		
HEALTH SCIENCES	■	■		□				□											
ALLIED HEALTH	■			□															
EDUCATION	■	■	□	□	■		□		□						■				

■ 15 OR MORE DEGREES

□ FEWER THAN 15 DEGREES

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PUBLIC UNIVERSITY DOCTORAL DEGREES, 1988

Most Ph.D. degrees were awarded by the University of Michigan, Michigan State University or Wayne State University.

Education, Psychology, Life Sciences, Physical Sciences, Engineering and Social Science are doctoral programs with broadest distribution of new degrees around the state.

Public universities conferred 1,220 Ph.D. degrees, or 96% of all doctoral degrees conferred in the state in 1988.

PUBLIC UNIVERSITY DEGREES CONFERRED 1987-88

DOCTORAL PROGRAMS

	UNIV OF MICH	MICH ST UNIV	WAYNE ST UNIV	WESTERN MI UNIV	MICH TECH UNIV	OAKLAND UNIV	CENTRAL MI UNIV	EASTERN MI UNIV	FERRIS ST UNIV	GR VALLEY ST UNIV	LK SUP ST UNIV	NORTHERN MI UNIV	SAG VALLEY ST UNIV	UNIV OF MI-DEARBORN	UNIV OF MI-FLINT
HOME ECONOMICS		■													
PARKS & REC		□													
COMMUNICATIONS	□	■													
PUBLIC AFFAIRS	□			□											
COMPUTER & INF SCI	□	□	□												
LIBRARY & ARCH. SCIENCE	□														
PHILOSOPHY & RELIGION	□	□													
AGRICULTURE & NAT RES	□	■			□										
AREA & ETHNIC STUDIES	□														
MULTI/INTERM STUDIES	□														
BUSINESS	■	■													
FOREIGN LANGUAGES	■	□	□												
MATHEMATICS	■	■	□	□											
ARCH. & ENVIRON	■														
LETTERS	■	■	□												
PSYCHOLOGY	■	■	■	□			□								
VISUAL & PERF. ARTS	■	■	□												
HEALTH SCIENCES	■	□	□												
SOCIAL SCIENCES	■	■	□	□											
PHYSICAL SCIENCES	■	■	■	□	□	□									
EDUCATION	■	■	■	■				■							
LIFE SCIENCES	■	■	■		□										
ENGINEERING	■	■	■		□	□									

■ 10 OR MORE DEGREES

□ FEWER THAN 10 DEGREES

INDEPENDENT COLLEGE PH.D. DEGREES CONFERRED, 1988

Four independent colleges offer the Ph.D. degree. Andrews University awards Ph.D.s in the broadest array of programs, while two colleges award degrees exclusively in Theology.

INDEPENDENT COLLEGE AND UNIVERSITY DEGREES CONFERRED 1987-88

DOCTORAL PROGRAMS

	ANDREWS	UNIV. OF DETROIT	ECUMENICAL	WESTERN THEO
THEOLOGY	■		□	□
EDUCATION	■			
PHILOSOPHY & RELIGION	□			
PSYCHOLOGY	□	□		
PHYSICAL SCIENCE		□		

■ 10 OR MORE DEGREES

□ FEWER THAN 10 DEGREES

PUBLIC AND INDEPENDENT UNIVERSITY PROFESSIONAL DEGREES

Altogether, the public and independent institutions of Michigan awarded 2,344 First-Professional degrees in 1988. These awards are required for professional practice of medicine, law, pharmacy, optometry and other specified professional fields.

The University of Michigan had the greatest number of distinct professional programs with graduates in 1988. Ferris State University offers the state's only Optometry program, while Michigan State University has the only program in Veterinary Medicine and in Osteopathic Medicine.

Independent colleges specialize in first professional programs in Law and in Theology.

PUBLIC UNIVERSITY & INDEPENDENT COLLEGE DEGREES CONFERRED 1987-88

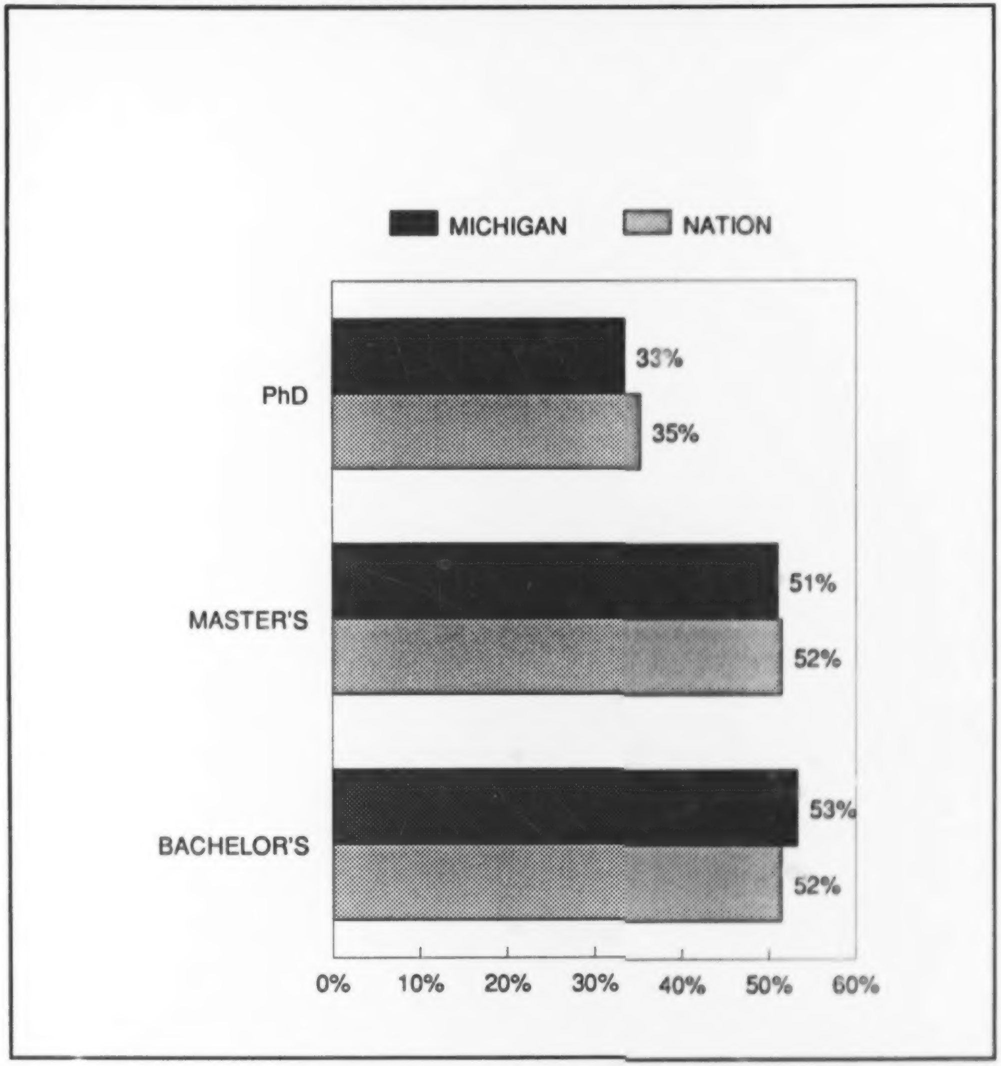
FIRST PROFESSIONAL PROGRAMS

	UNIV OF MICH	MICH ST UNIV	UNIV OF DETROIT	WAYNE ST UNIV	ANDREWS	CALVIN THEO	DETROIT COLLEGE	FERRIS STATE	GRAND RAPIDS BP	SS CYRIL	THOMAS COOLEY	WESTERN THEO
VET MEDICINE		■										
OSTEOPATHIC MEDICINE		■										
OPTOMETRY								■				
THEOLOGY					■	■			■	□		■
PHARMACY	■			□								
DENTISTRY	■		■									
HUMAN MEDICINE	■	■	■	■								
LAW	■		■	■			■				■	

■ 15 OR MORE DEGREES

□ FEWER THAN 15 DEGREES

FEMALE PROPORTION OF DEGREES EARNED



Slightly more than one-half of all Bachelors' degrees awarded by Michigan colleges and universities were earned by women, in 1988, while a similar pattern was reported for all U.S. colleges in 1987. These numbers are not surprising, since women now outnumber men as undergraduate students in the state and across the nation.

At the Master's degree level, as well, women slightly outnumbered men in earning degrees in 1987 and 1988. These proportions have changed slightly over recent years across the nation, with women outnumbering men in 1980 but men outnumbering women in 1984.

Men still greatly outnumbered women as recipients of Ph.D.s, both in Michigan and across the United States.

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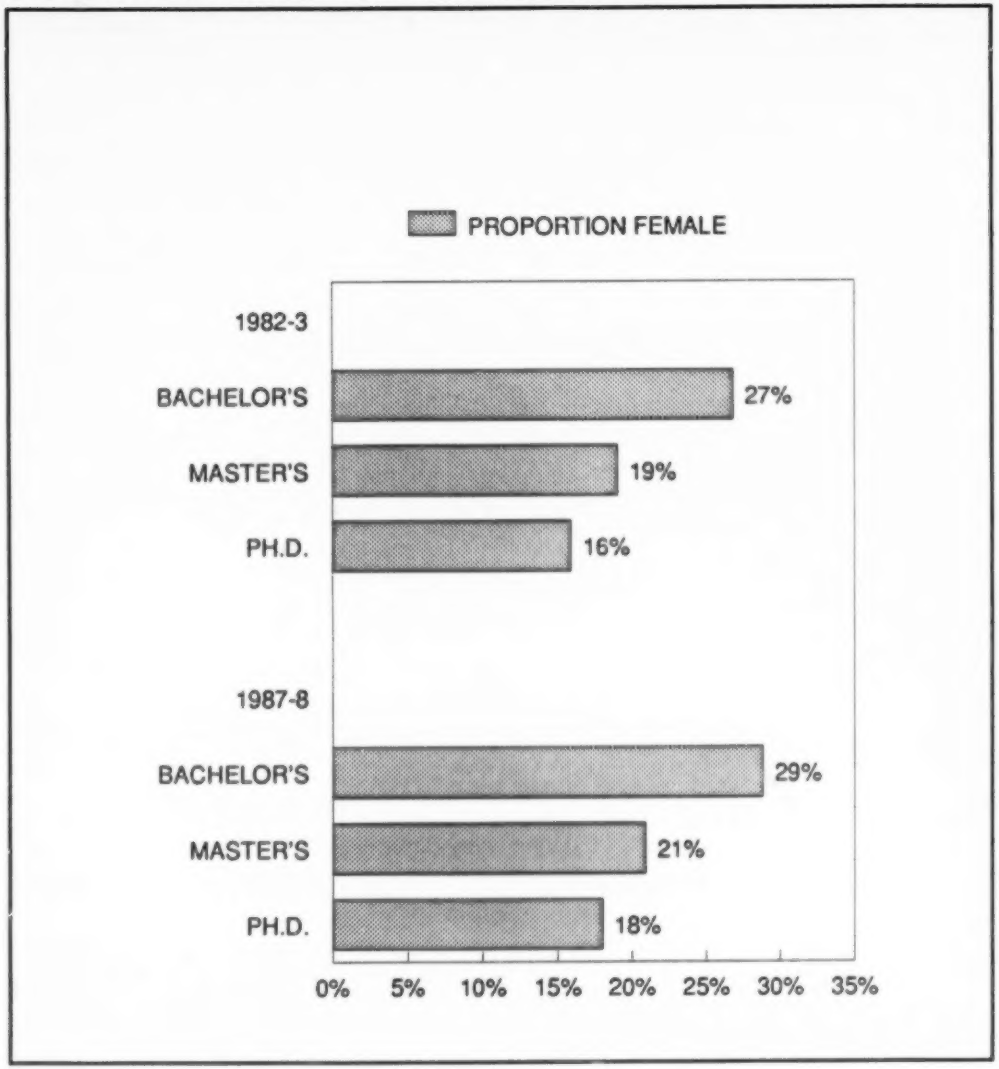
SCIENCE AND MATHEMATICS PIPELINE, 1983 AND 1988



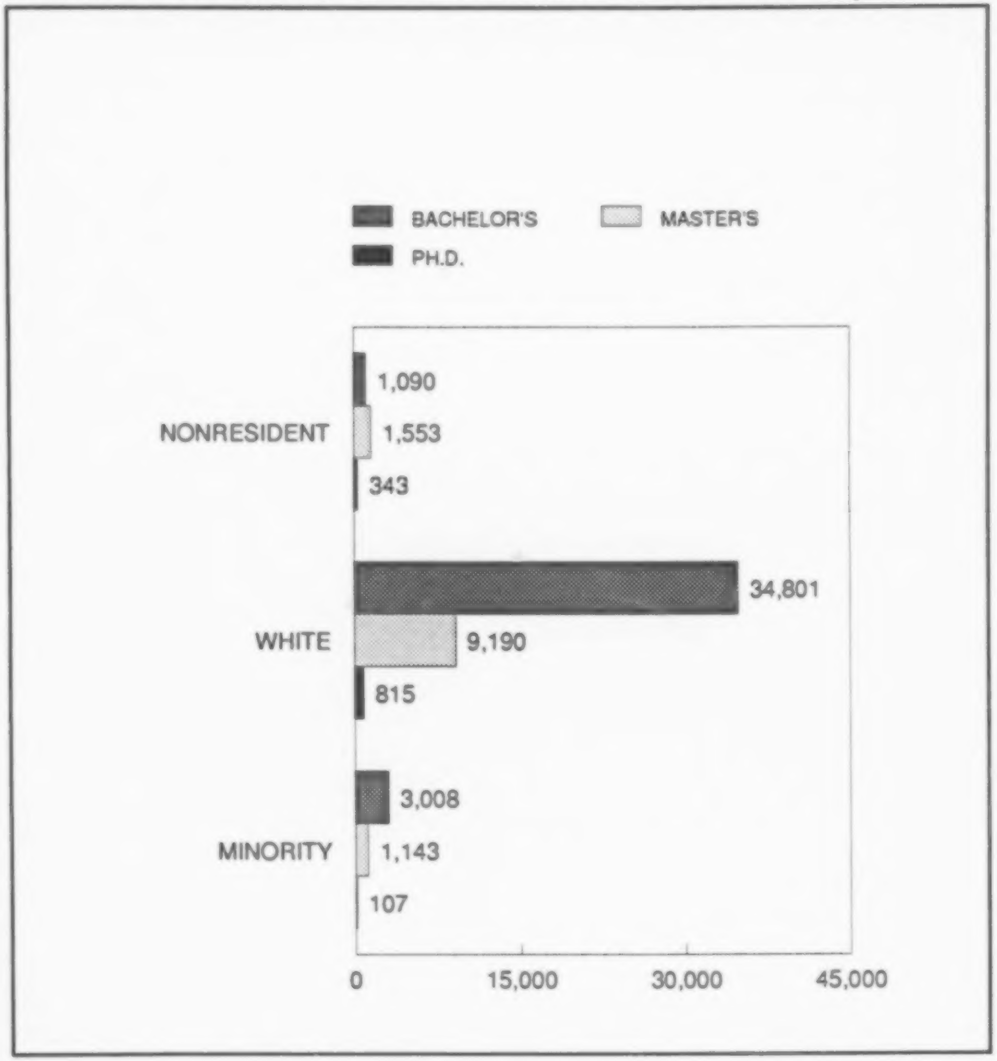
National concern has grown over the possibility of shortages of workers educated in Mathematics, Life, Physical and Computer Sciences and Engineering, since these fields traditionally enrolled White men.

Michigan colleges awarded more than 8,000 Bachelor's degrees in these fields in 1988, close to 1983 numbers. Most degrees were earned by White or Asian students.

Women are slowly increasing their proportion of degrees in Mathematics and the sciences. Even so, in 1988, less than 30% of these Bachelor's degrees were earned by women, although women earned more than half of all Bachelor's degrees.

Women earned 18% of Ph.D.s in these programs in 1988, up two percentage points since 1983, but still far below women's 33% share of all Ph.D. degrees earned in Michigan.

RACE PIPELINE FOR EARNED DEGREES, 1988

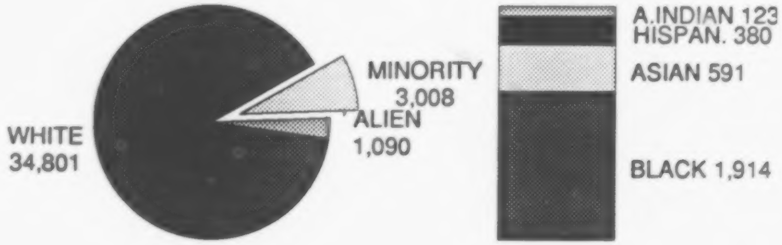


Most degrees, at all levels, were earned by White students at Michigan colleges and universities. Whites earned 89.5% of the Bachelor's degrees, 77% of Master's degrees and 64% of Ph.D. degrees in Michigan.

Non-resident Aliens earned 3 times as many Ph.D. degrees as did minority students in 1988; Non-resident Alien students also accounted for more Master's degrees than did minority students.

Even so, minority students earned more Master's and Ph.D. degrees than would be expected, based upon the number of Bachelor's degrees earned by minority students. A greater proportion of White than minority students stopped at the Bachelor's degree level. Blacks earned 65% of all Master's degrees earned by minority members, but less than 50% of the Ph.D.s; Asian students earned 20% of the Master's degrees but 32% of the Ph.D. degrees earned by minority members in 1988. Hispanic students earned 12% of the minority portion of Master's degrees and accounted for 18% of the minority Ph.D. degrees.

BACHELOR'S DEGREES BY RACE, 1988



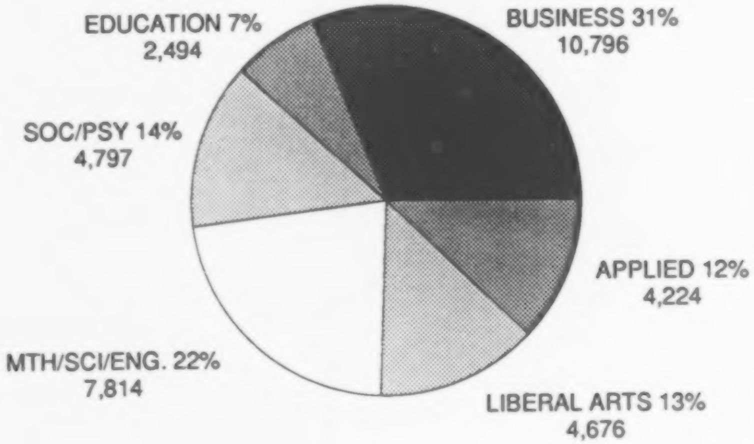
Most of the 38,899 Bachelor's degrees (89.5%) were earned by White students.

Minority students and Non-Resident Aliens earned 4,098 Bachelor's degrees at Michigan universities and colleges.

Among minority students, Blacks accounted for the greatest number of Bachelor's degrees, followed by Asian, Hispanic and American Indian students.

Black student enrollments at public and independent baccalaureate colleges and universities exceed Asian enrollment by a factor of almost 5:1, but Black baccalaureate degree completions exceed Asian degree completions by a smaller figure, 3:2.

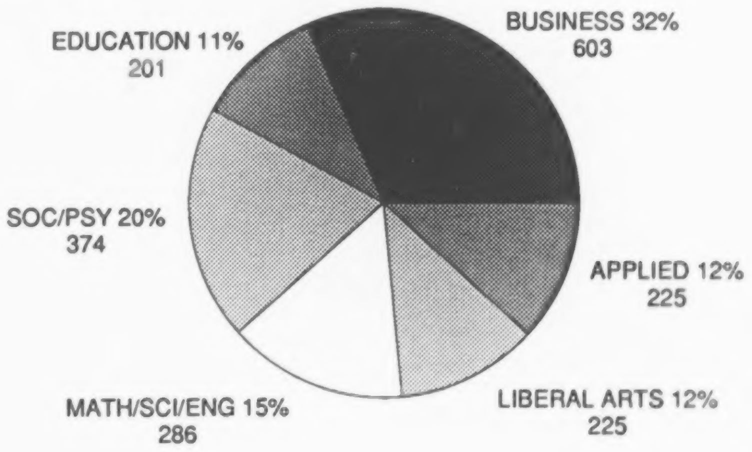
BACHELOR'S DEGREES EARNED BY WHITES, 1988



The program area with greatest number of Bachelor's degrees earned by White students in Michigan was Business, consistent with overall degree area proportions.

White students, who made up almost 90% of all Michigan Bachelor's degree earners, were very close to state and national patterns of program completion.

BACHELOR'S DEGREES EARNED BY BLACKS, 1988

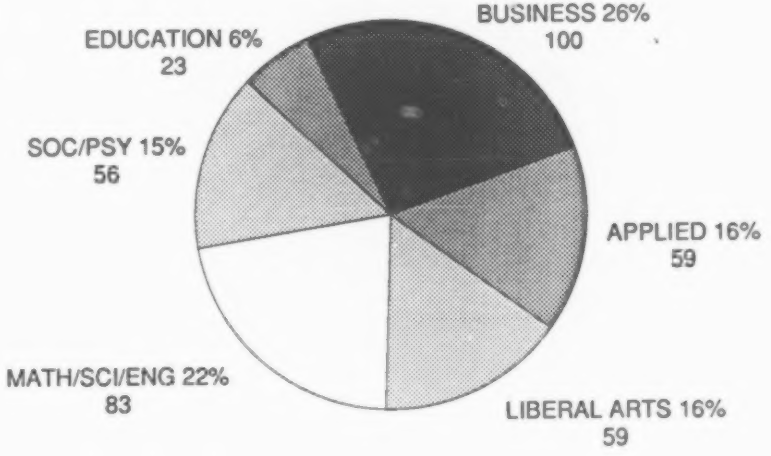


Black students were similar to White students in level of Bachelor's degree completions in Business, Liberal Arts and Applied areas.

Black students were less likely than White students to earn Bachelor's degrees in the Math/Science/Engineering/Computer Science areas.

Black students showed greater than average proportions of degrees earned in Social Science, Psychology and Public Affairs and in Education.

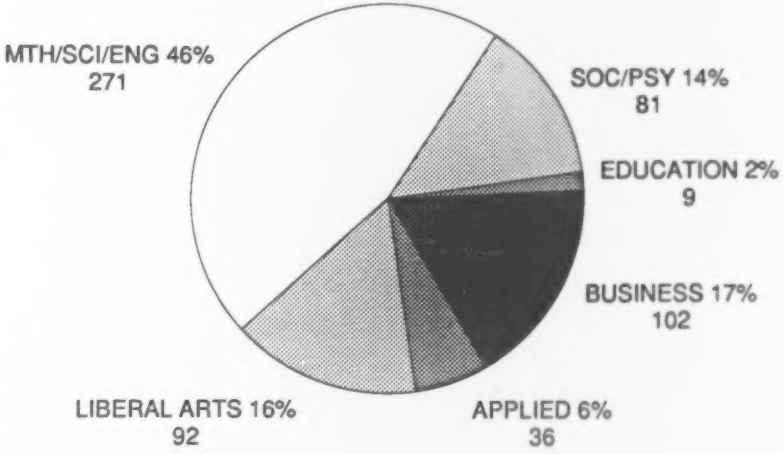
BACHELOR'S DEGREES EARNED BY HISPANICS, 1988



Hispanic students who earned Bachelor's degrees in 1988 were very similar to overall student patterns of major program. Hispanic students were slightly less likely to graduate with a degree in Business, but Business was still the area with the greatest number of degrees, at 31% of all Hispanic Bachelor's candidates.

Hispanic students were also slightly more likely to earn a degree in Liberal Arts or in an Applied area than was the case for all students.

BACHELOR'S DEGREES EARNED BY ASIANS, 1988

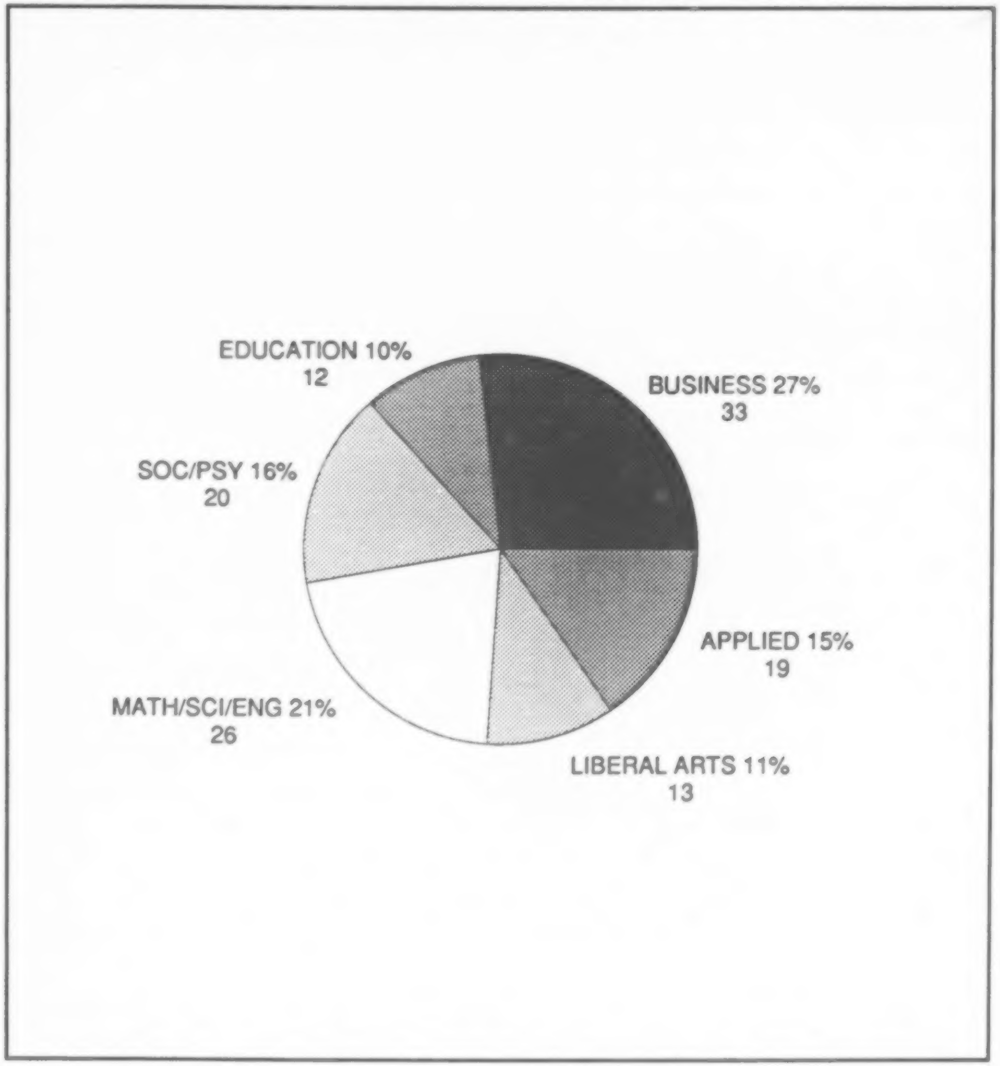


Asian students had a very distinctive profile of Bachelor's degree program areas. Almost half of all Bachelor's degrees earned by Asian students in Michigan in 1988 were in the areas of Mathematics, Physical or Life Sciences, Engineering or Computer Science.

Asian students earned Social Science and Liberal Arts degrees in about the same proportion as the general population.

Asian students were far less likely to earn Bachelor's degrees in Business, Education or Applied fields than were students as a whole.

BACHELOR'S DEGREES EARNED BY AMERICAN INDIANS, 1988



Although only 123 American Indian students earned Bachelor's degrees in 1988, their pattern of program is quite similar to the overall pattern for Bachelor's degrees.

American Indian students majored in Business slightly less often and in Applied fields and in Education programs slightly more often than White students.

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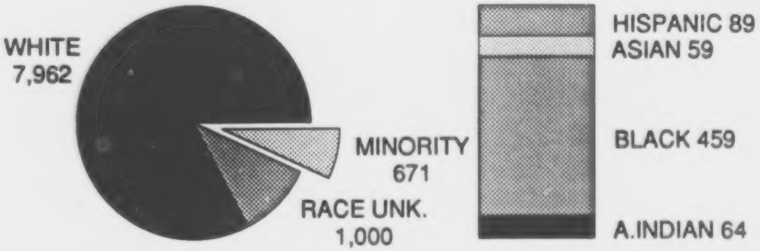
PROVISIONAL TEACHING CERTIFICATE AWARDS BY RACE, 1987-88



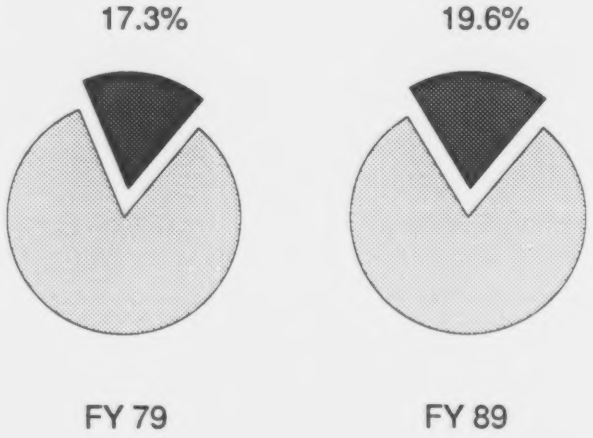
Colleges of Teacher Education recommend to the State Board of Education those students who have passed college requirements for the teaching profession. These students are eligible for provisional certification by the state of Michigan.

During the 1987-88 academic year, 9,633 students were recommended for provisional certificates. Eighty-three percent of these were White and 7% were minority candidates. Race could not be determined for 1,000 of these candidates.

The largest number of minority candidates were Blacks, followed by Hispanics. Consistent with the bachelor's degree data, relatively few Asian candidates were reported.

FINANCE

HIGHER EDUCATION APPROPRIATIONS IN THE STATE BUDGET

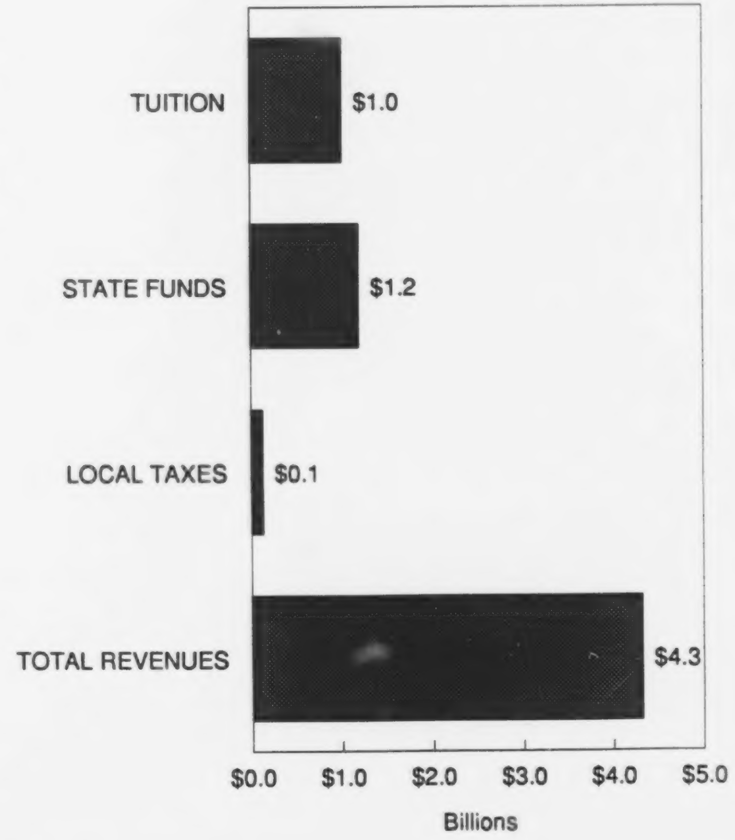


The budget for the state of Michigan grew from $4.2 billion in Fiscal Year 1979 to more than $6.8 billion in Fiscal Year 1989.

The funds appropriated to all of higher education increased from $720 million in 1979 to $1.34 billion in 1989. This increase in current dollars actually represented an increase in the proportion of the state budget dedicated to higher education.

Funds appropriated in both years included line item appropriations to each public university and community college, as well as funds for student financial aid programs and degree reimbursement to independent colleges.

CURRENT FUND REVENUES



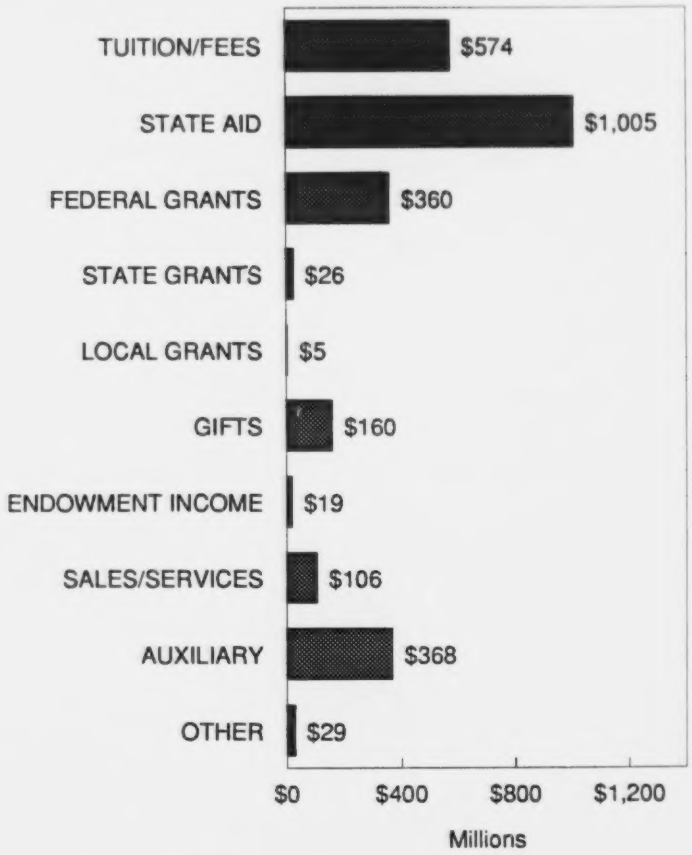
Both the state of Michigan and the families of college students invest significantly in higher education. Total current fund revenues reported by all public and independent degree-granting institutions in Michigan exceeded $4 billion in fiscal year 1987-8.

During that year, revenues from the state amounted to almost $1.2 billion, while revenues from tuition were another $1 billion, across all public and independent colleges and universities in Michigan. Michigan institutions derived more of their current fund revenue from tuition and fees (23.3%), compared to a national average of 18% from tuition and fees (NCES, 1988).

Public universities reported the largest proportion of total revenues in both state aid (83% of all state funds to colleges) and tuition (57% of all tuition revenues to Michigan colleges).

Community colleges are the major recipient of local funds for higher education.

UNIVERSITY CURRENT FUND REVENUES, 1988

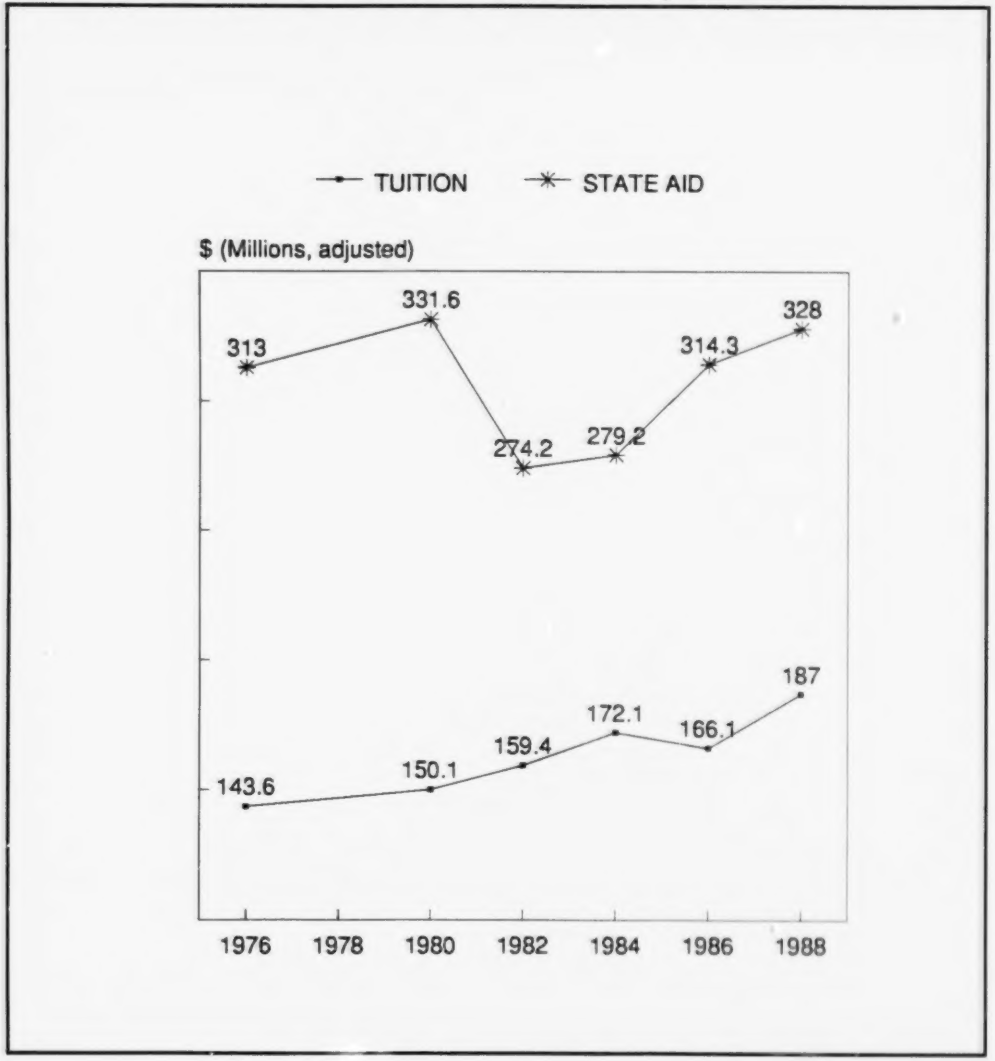


The fifteen public universities reported receiving more than $574 million from student tuition and fees during fiscal year 1988, or 18% of current fund revenues. More than $1 billion (one third of current fund revenues) was appropriated to the universities by the state legislature. These funds, from tuition and state aid, are the major types of income that do not involve specific restrictions on institutional use.

Gifts made up $160 million of university revenue in 1988, with another $19 million in endowment income. Sales of educational services, such as scientific and literary publishing, testing services and film rentals, accounted for another $100 million in revenues.

Public universities received more than $350 million from federal grants and a similar amount from auxiliary activities like residence halls, food services and athletics. Income received from grants and from auxiliary activities is typically earmarked for specific purposes, unlike tuition and state aid. Income received by the University of Michigan Hospital is excluded from this analysis.

UNIVERSITY REVENUE TRENDS, ADJUSTED FOR INFLATION

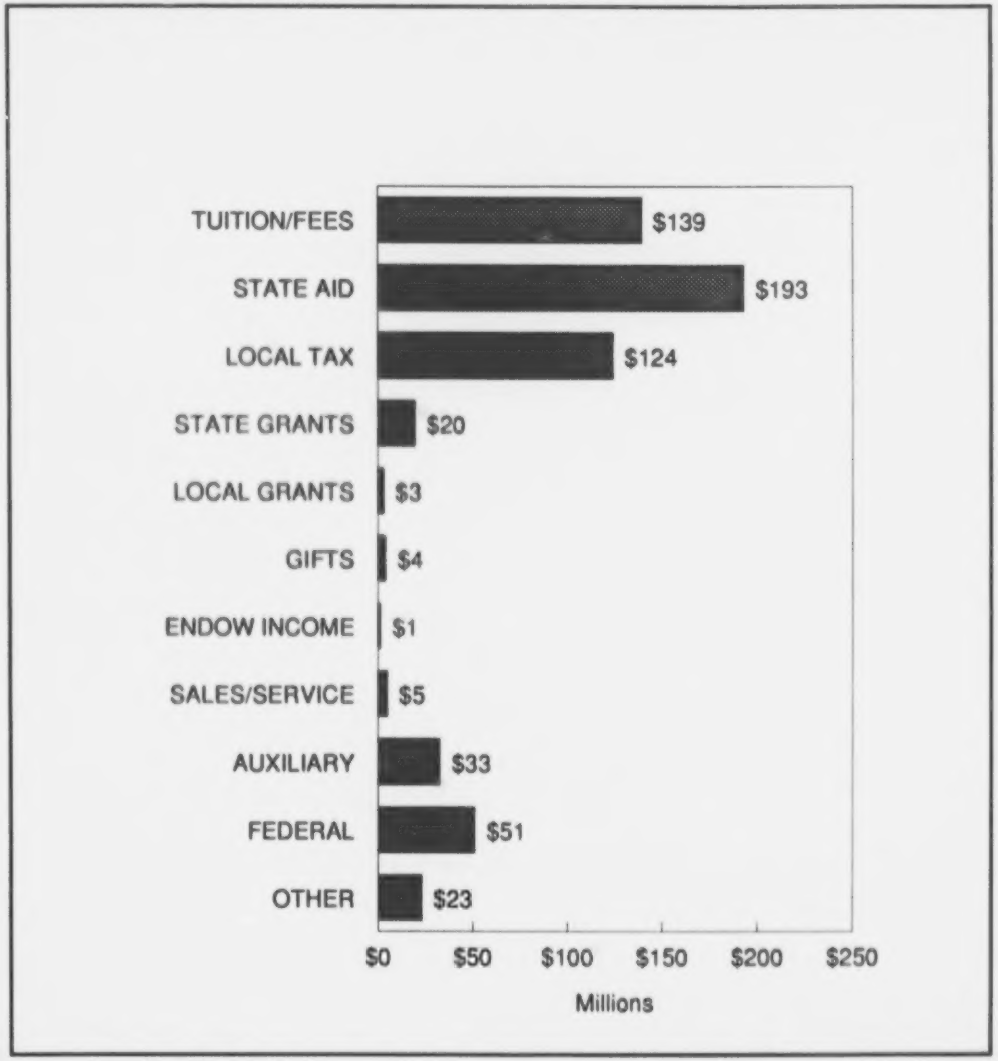


The two major sources of income that university administrators can use with some flexibility are state aid from legislative appropriations and student tuition and fees. Dollar figures show a rise over the last decade for each of these revenue sources. But, just as consumers may earn more but be able to buy less, the costs of specific supplies and services needed by universities has risen faster, in many years, than these revenue sources.

When the Higher Education Price Index (a measure of inflation in costs of faculty, staff, and research instruments) is applied to revenue data for Michigan universities, it is clear that tuition provided more real income to universities in 1984 than it had in the previous eight years. State aid provided significantly less real income in 1982 and 1984 than in earlier years.

The real value of state aid rose since 1982, while the real value of tuition rose, tapered off and then rose again in 1988. Tuition still played a larger part of the total in 1988 than it had ten years earlier. In 1988, state aid had not yet reached its 1980 value, adjusted for inflation.

COMMUNITY COLLEGE CURRENT FUND REVENUES, 1988



Community colleges rely on three major sources of funds: state aid (32% of current fund in 1988), tuition and fees (23%) and local tax revenues (20%). Michigan community colleges derived more income from tuition and less from state appropriations than was typical across the nation. These three sources provide most of the income that a college can determine to use as needed.

Community colleges also reported $51 million from federal grant sources. Some of this grant money funds community college vocational and technical education activities. Additional state and local grants provide funds for community colleges to provide special opportunities in technical education.

Community colleges reported $4 million income as gifts, $1.3 million as endowment income and $4.9 million from sales of educational services.

Food services and other auxiliary sources accounted for $33 million of current fund revenues.

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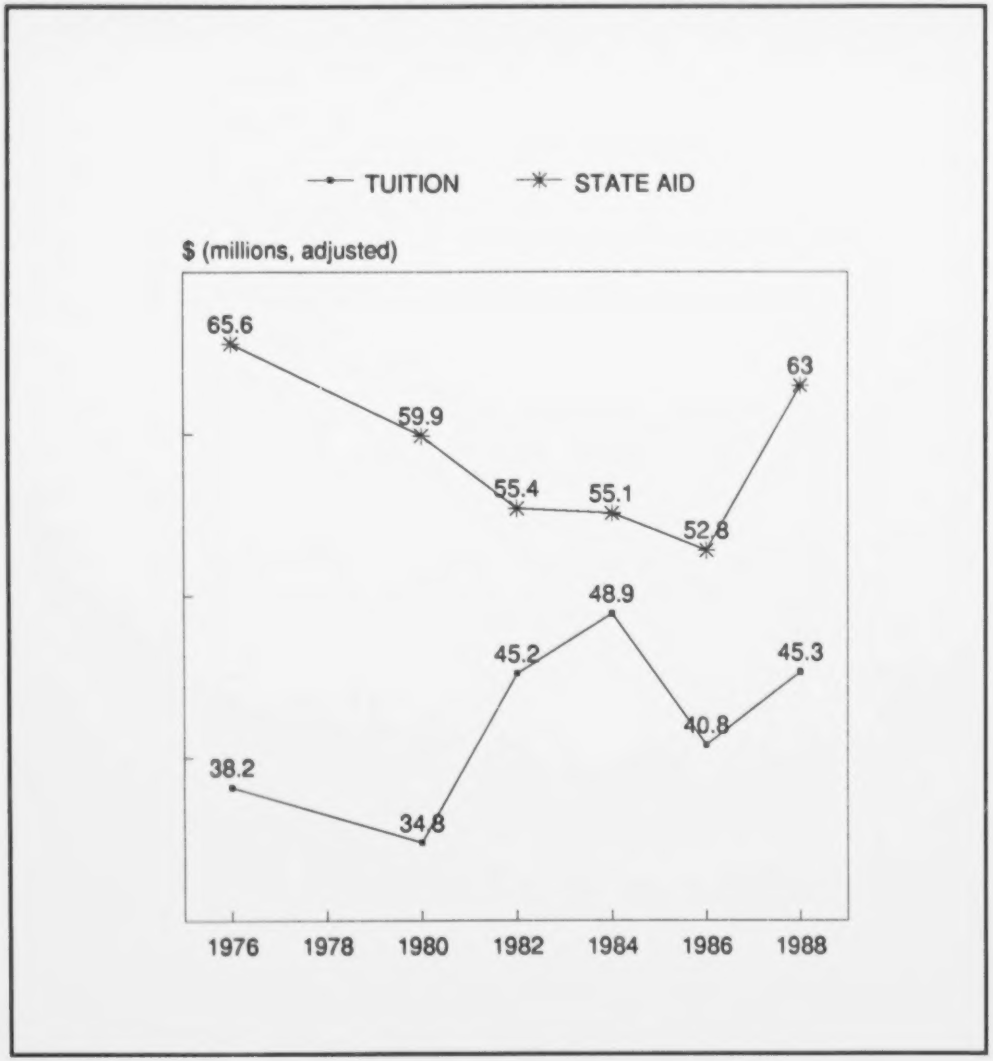
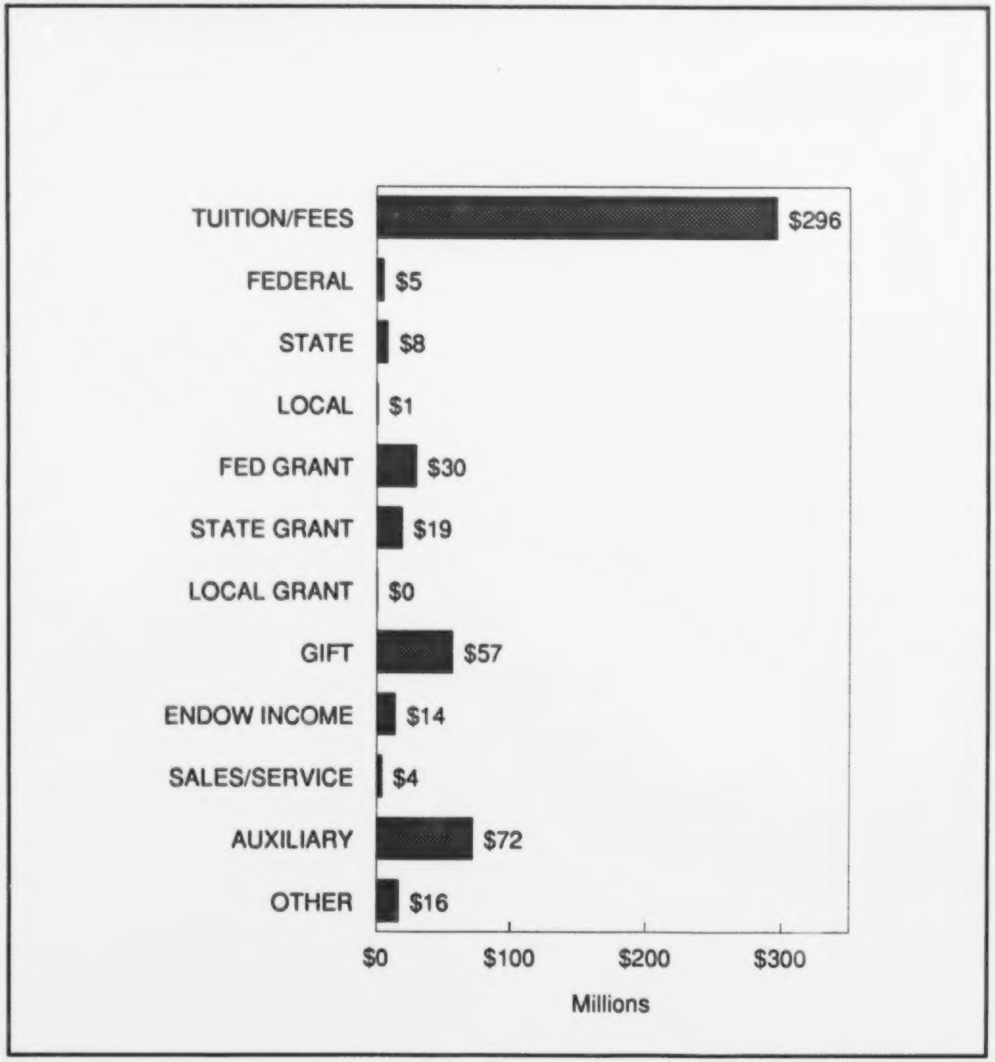
COMMUNITY COLLEGE REVENUE TRENDS, ADJUSTED FOR INFLATION



Although both state aid and tuition/fee revenue rose from 1976 to 1988, the buying power of those revenues changed dramatically. When the Higher Education Price Index is applied to community college revenue figures to show the 1971 constant dollar value of revenues, a decline in the value of state aid and an increasing reliance on tuition is evident.

State aid revenues, after adjustment, did not show an upturn until the 1987 and 1988 fiscal years.

INDEPENDENT COLLEGE CURRENT FUND REVENUES, 1988



Student tuition and fees made up 56% of independent college current fund revenues in 1988; across the nation, more than half of independent college revenues typically come from tuition and fees. Gifts, endowment income and state funds accounted for most of the remaining unrestricted income.

State funds to independent colleges come from legislative appropriations that reimburse independent colleges for certain degrees granted to Michigan residents in programs other than divinity or theology.

Dormitories, food services, athletics and other auxiliary enterprises were the second largest source of revenue in 1988.

Independent colleges received almost $50 million in grant income in 1988, as well as $4 million from sales of educational services.

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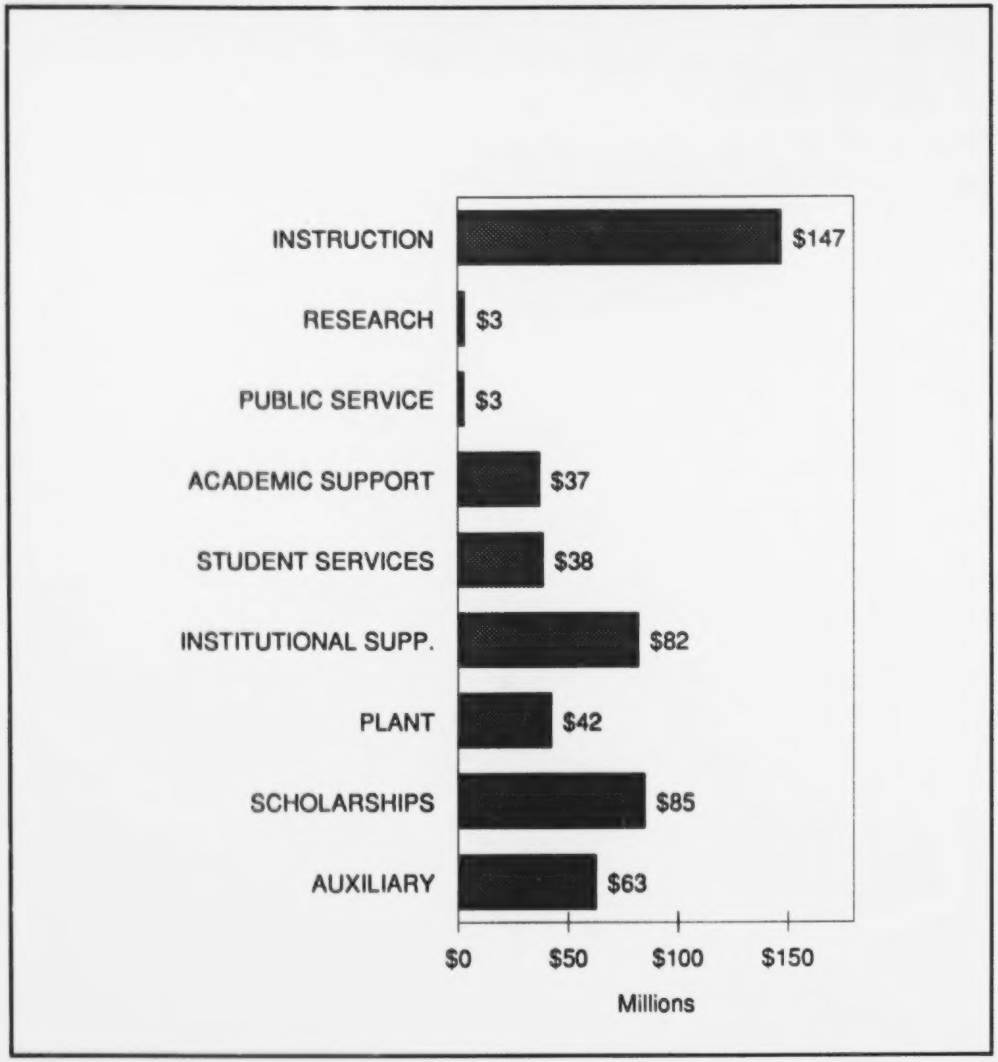
INDEPENDENT COLLEGE CURRENT FUND EXPENDITURES, 1988



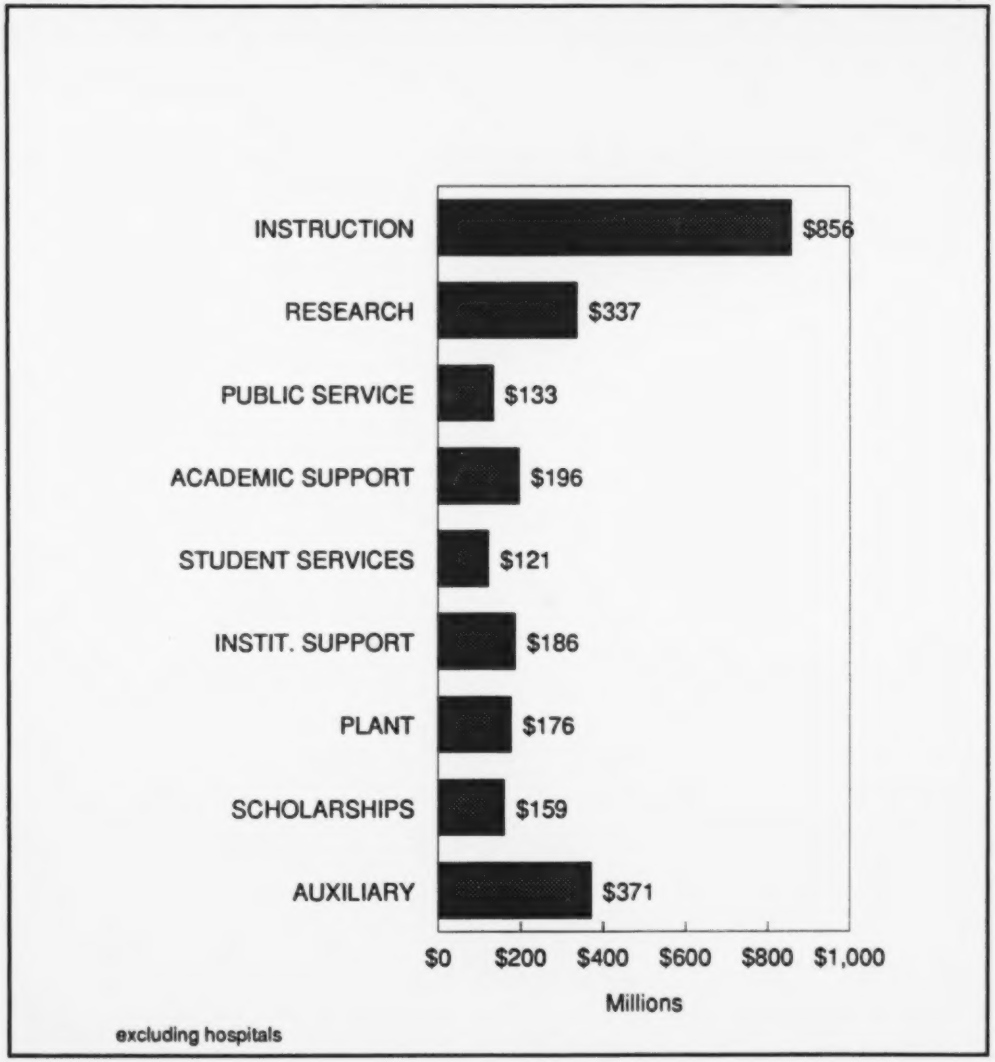
Almost 30% of independent college revenue in 1988 was spent on instruction. Michigan figures on expense of instruction are close to the national average for independent colleges, although Michigan colleges spend less per student than the national average of independent colleges (NCES, 1988).

Less than 1% of expenditure went for research or for public service.

Scholarships and administrative costs (institutional support) each required about 16% of independent college funds in 1988, while costs associated with auxiliary activity like food service and dormitories took another 12%. Academic support, such as libraries, and student services like counselling and health service each used another 7% of total funds.

The cost of maintaining buildings and grounds and the cost of utilities came to $42 million, or 8% of total expenditure.

UNIVERSITY CURRENT FUND EXPENDITURES, 1988



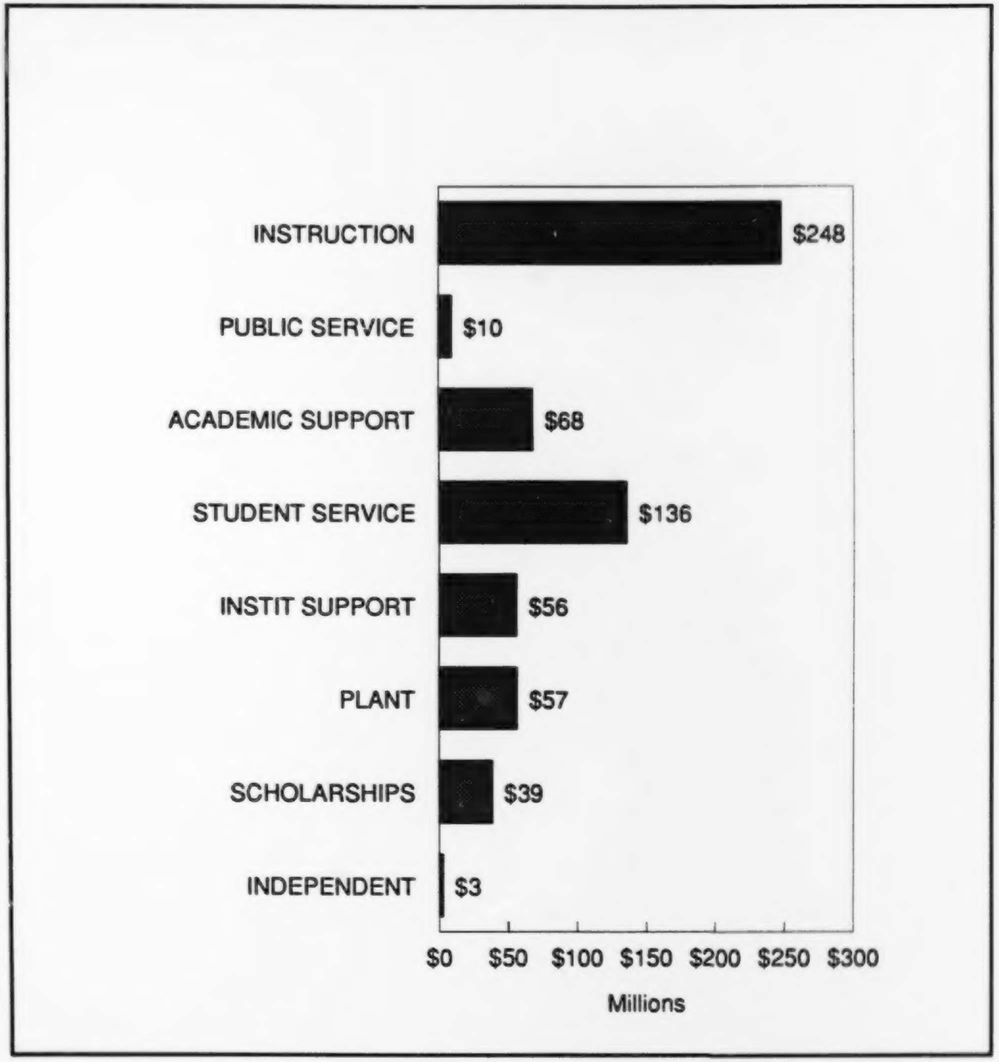
Public universities spent 34% of current fund income on instruction, consistent with national patterns. Public service expenditures were 5% of total expenditure in 1988.

Research activity accounted for 13% of expenditures. National data show that doctoral institutions have spent increasing amounts on research since 1972, with constant dollar increases of more than 80%. More institutional and private revenues now go for research.

Academic support (such as libraries and computers), institutional support (including administrative costs), plant expenses (for maintenance and utilities), scholarships, and student services like counselling and health account for most remaining educational and general expenditures.

Other expenditure went for auxiliary enterprises (14%) such as residence halls, food service and intercollegiate athletics.

COMMUNITY COLLEGE CURRENT FUND EXPENDITURES, 1988



Community colleges spent 40% of total expenditures on instruction in fiscal year 1988. Student services, such as counselling and health clinics, accounted for another 22% of costs, followed by 11% spent on academic support.

Institutional support and plant expenditures each accounted for almost 9% of the total. Scholarships made up 6% of expenditures, while the $9 million spent on public service activities added up to 1% of expenditures.

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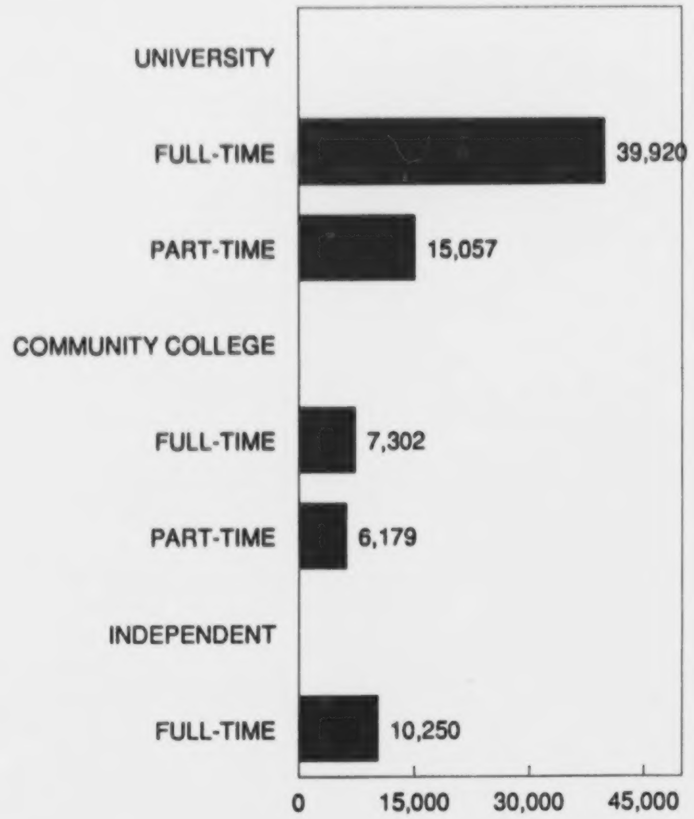
STAFF

TOTAL STAFF, 1987



Universities, independent colleges and community colleges in Michigan employed more than 57,000 full-time staff and 21,000 part-time staff in 1987.

Community colleges employed almost as many part-time (6,179) as full-time (7,302) staff. Most full-time staff are faculty, executives or secretaries.

Universities employed more than twice as many full-time (39,920) as part-time (15,057) staff. Most full-time university staff are faculty, professionals or secretaries.

Independent colleges and universities employed 10,250 full-time staff in 1987. Three independent colleges were staffed by donated services of faculty and two employed only part-time faculty.

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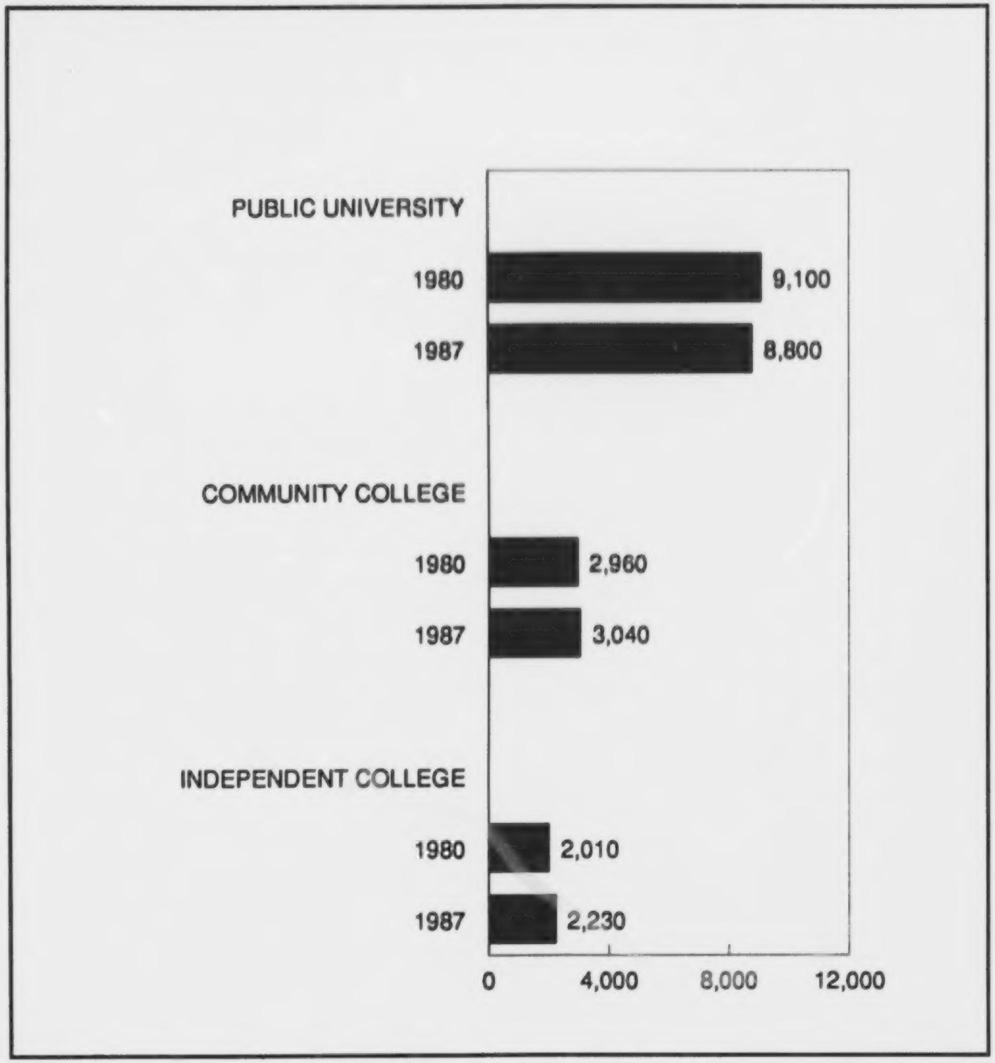
FULL-TIME INSTRUCTIONAL FACULTY, 1987

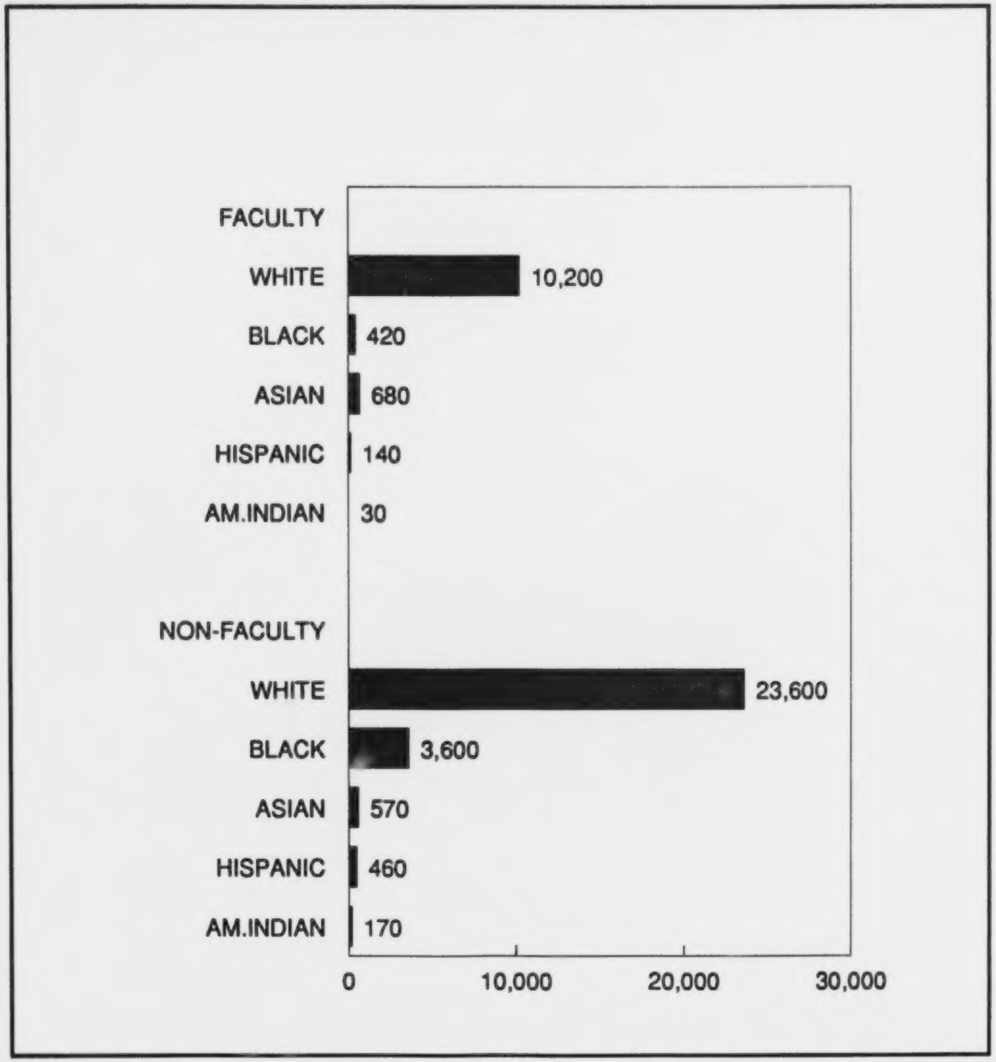


The number of instructional faculty (excluding research, public service or clinical appointments) employed by Michigan public universities dropped 3.3% from 1980 to 1987.

Community college full-time faculty rose 2.7% from 1980 to 1988, while independent college full-time faculty size rose by 10%. Part-timers still make up a large proportion of community college faculty; part-time faculty and faculty who donate services are important to some independent colleges as well.

Across the nation, public 2 and 4-year colleges employed 300,000 full-time instructional faculty, while independent colleges employed another 100,000.

RACE OF FULL-TIME UNIVERSITY FACULTY AND STAFF, 1987



Public university faculty and staff were mostly White (33,800), followed by Black (4,020), and Asian (1,250) numbers. Fewer than 1,000 Hispanic or American Indian staff were counted in 1987.

Whites were the largest proportions of both faculty and nonfaculty numbers. Faculty numbers included those with research, public service or clinical medicine appointments.

While Asians outnumbered Blacks among faculty, Blacks far outnumbered Asians among nonfaculty staff.

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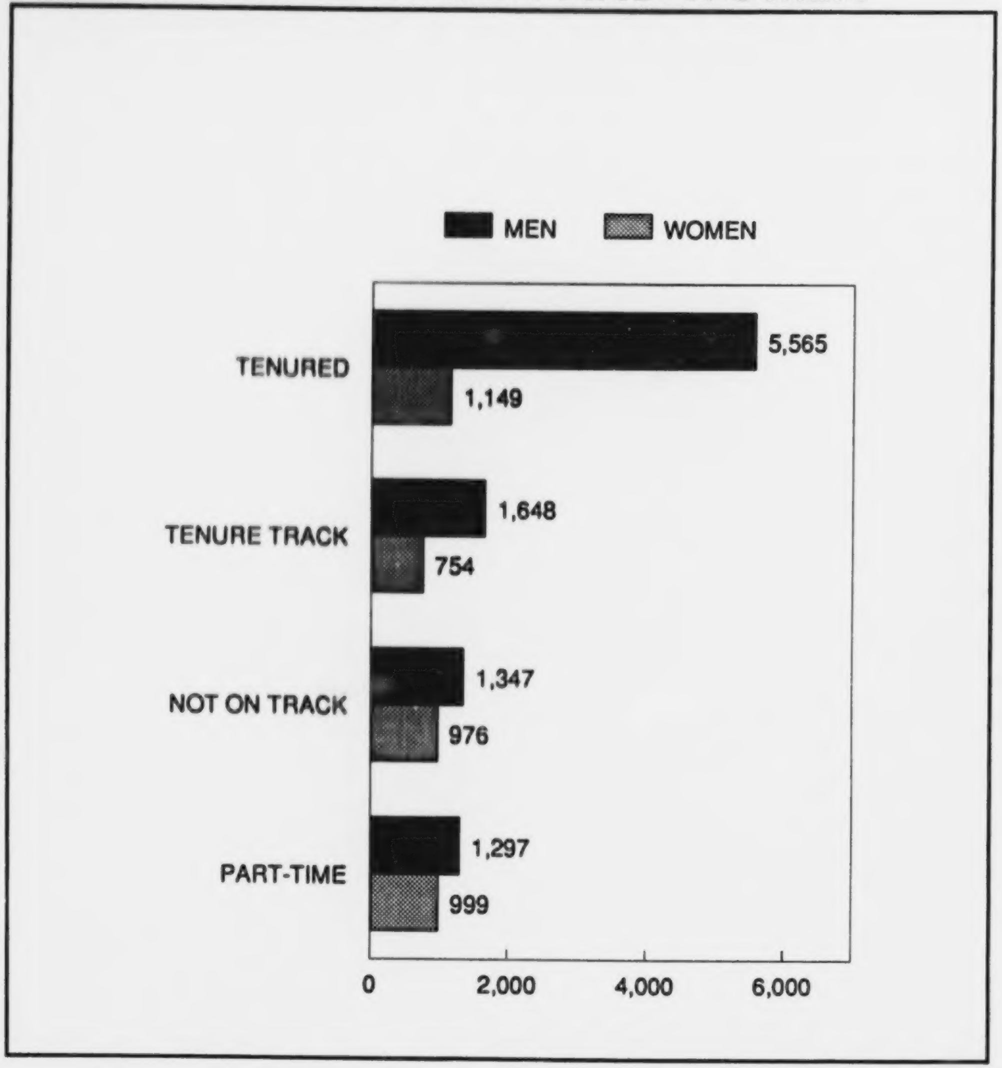
TENURE STATUS OF MEN AND WOMEN



Among faculty holding instructional, research, public service and clinical positions, the number of men with tenure or on tenure track far exceeded the number of men not on track or working as part-time faculty at public universities.

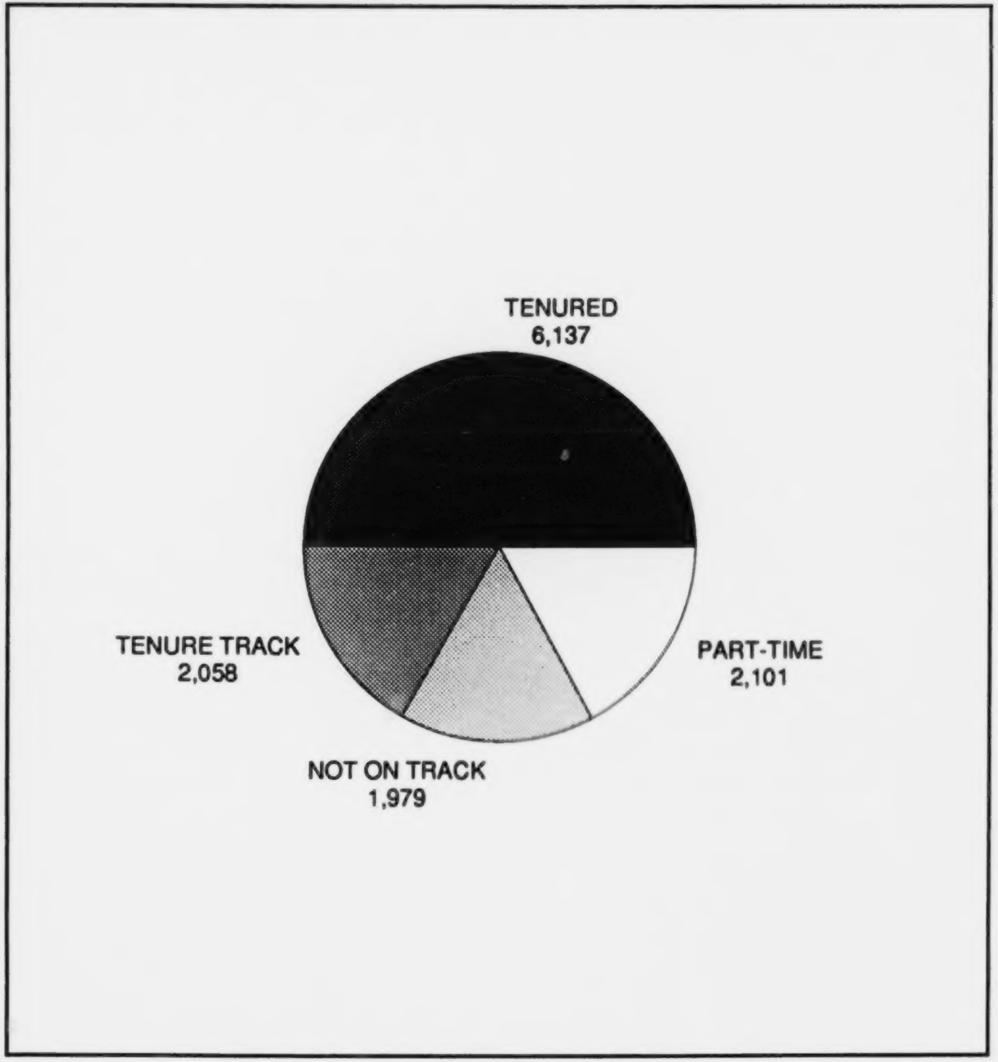
Faculty are not generally eligible for tenure unless they were appointed to a tenure-track position; they must then perform successfully for several years.

The number of women holding tenure or on track was slightly less than the number of women faculty not on tenure track or working part-time.

Men outnumbered women in every category by tenure status, but the difference is greatest in the category of tenured faculty and least in the category of part-time faculty.

Across the nation, 46% of women faculty and 69% of men faculty are tenured.

WHITE UNIVERSITY FACULTY, 1987



Among White faculty at public universities, 50% were tenured in 1987, while 17% were on tenure track.

A third of White faculty in 1987 were unlikely to be considered for tenure, as they were appointed to full-time non-tenure-track positions or were employed part-time.

White faculty made up 91% of all tenured faculty and 86% of all tenure-track faculty in 1987.

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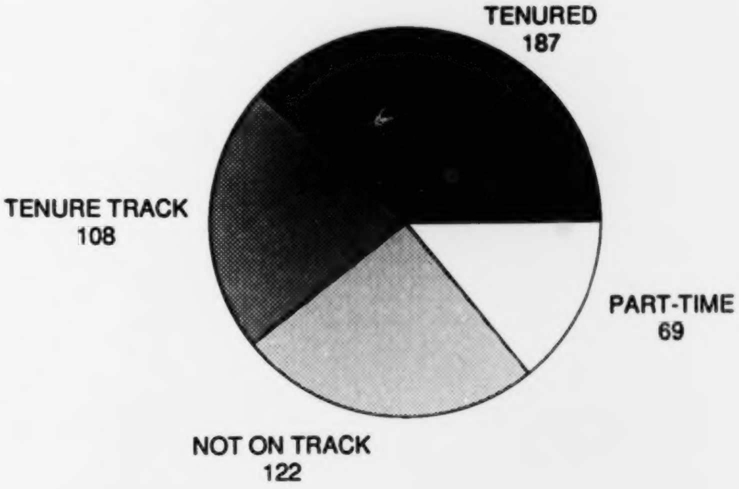
BLACK UNIVERSITY FACULTY, 1987

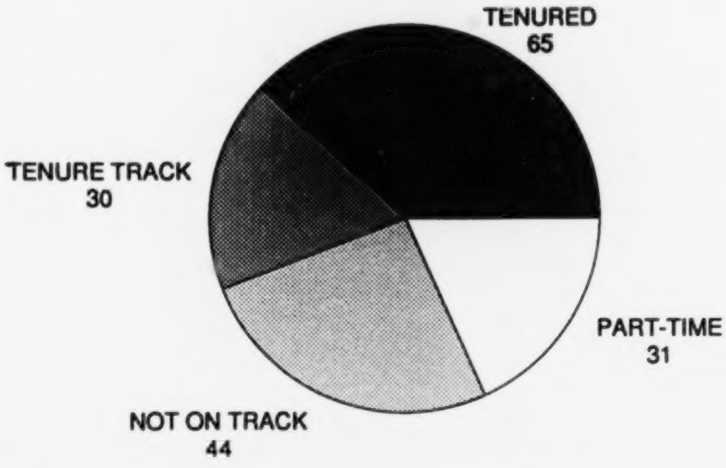


Among Black faculty at public universities, 38% were tenured in 1987, while 22% were on the tenure track.

Blacks made up 3% of all tenured university faculty and 4.5% of all tenure track faculty at public universities.

Data are not available for independent colleges.

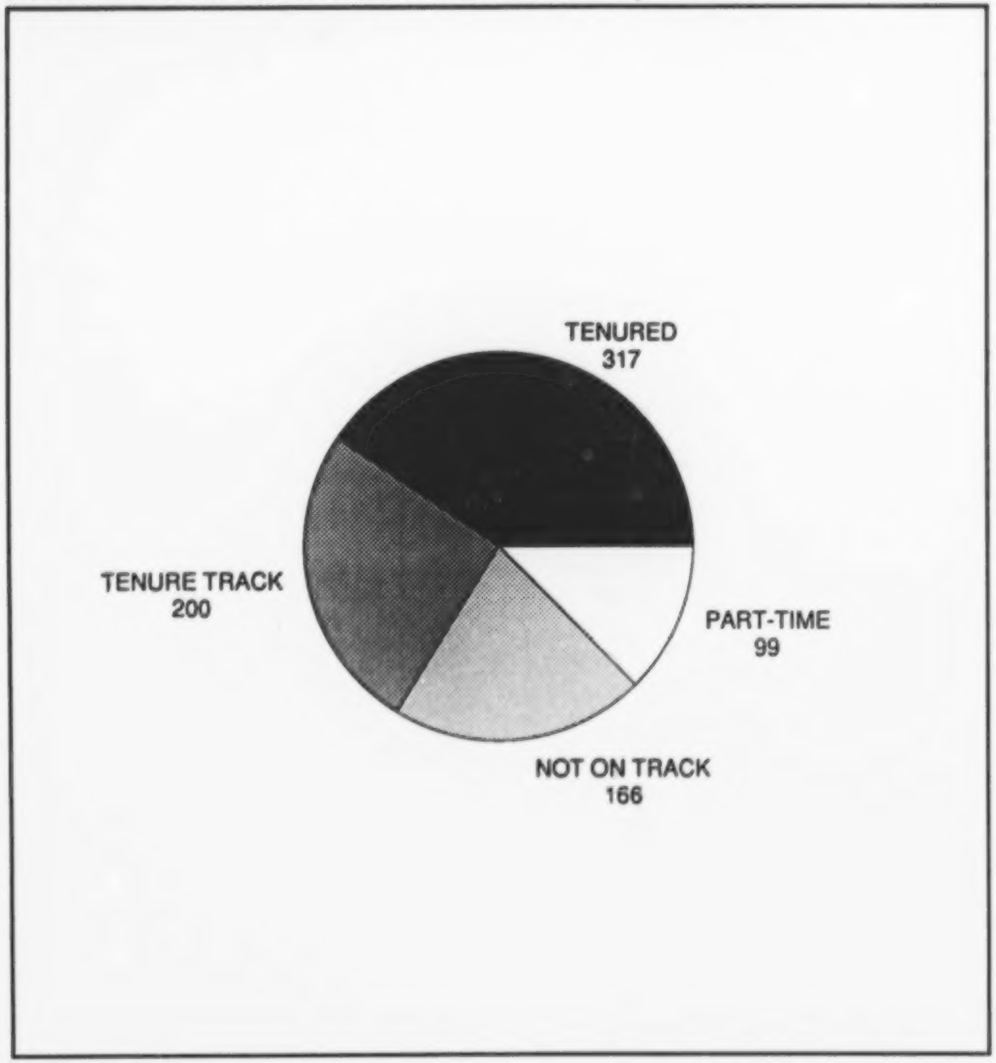
HISPANIC UNIVERSITY FACULTY, 1987



Among Hispanic faculty at public universities, 38% were tenured and 18% were on track for tenure in 1987.

Hispanic faculty made up 1% of all tenured faculty and 1.2% of all tenure track faculty at public universities in 1987.

ASIAN UNIVERSITY FACULTY, 1987

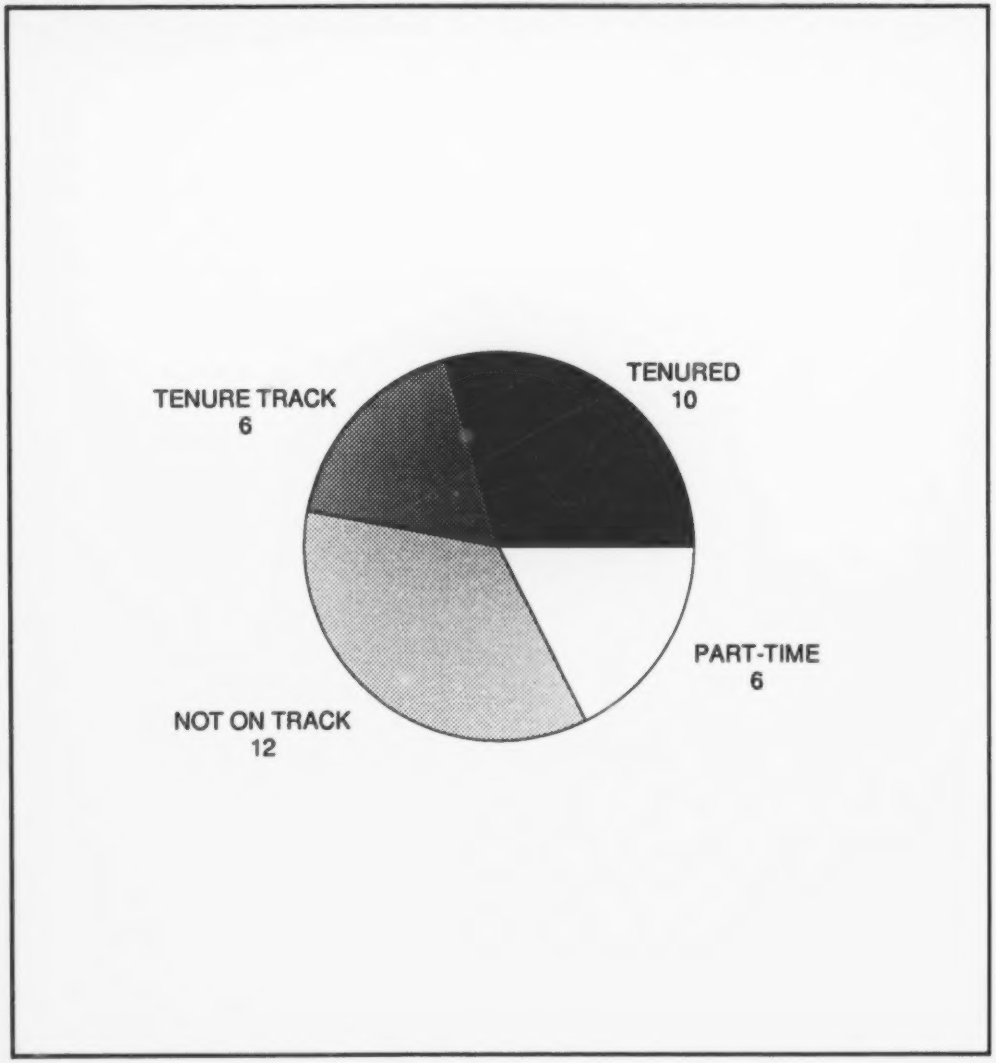


Among Asian faculty, 41% were tenured and 26% were on the tenure track in 1987.

Asian faculty made up 4.7% of all tenured faculty, 8.3% of all faculty on tenure track and 7% of all non-tenure track faculty at public universities in 1989.

Asian faculty were the minority group with greatest representation among public university faculty in 1987.

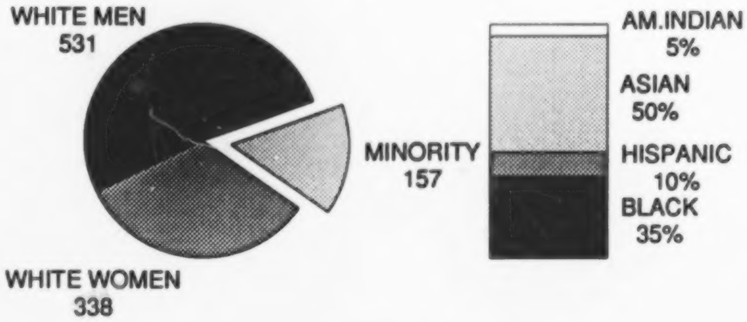
AMERICAN INDIAN UNIVERSITY FACULTY, 1987



Among American Indian faculty, 29% were tenured and 18% were on track for tenure in 1987.

Only 34 American Indian faculty were counted at Michigan's public universities in 1987, including part-time faculty.

NEW UNIVERSITY FACULTY, 1987



Public universities hired 1,026 new faculty members in 1987.

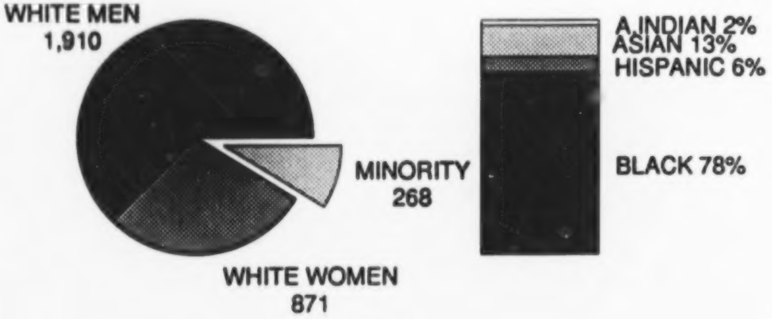
White men made up 52% of the appointments, while White women made up another 33%.

All minority appointments totalled 15% of the new faculty positions.

Half of the new minority faculty were Asian, while more than a third were Black.

Hispanic numbers were consistent with the current Hispanic faculty proportions (1%), while American Indians were hired in somewhat greater than the current proportion.

FULL-TIME COMMUNITY COLLEGE FACULTY, 1987



Sixty percent of community college faculty in 1987 were full-time employees.

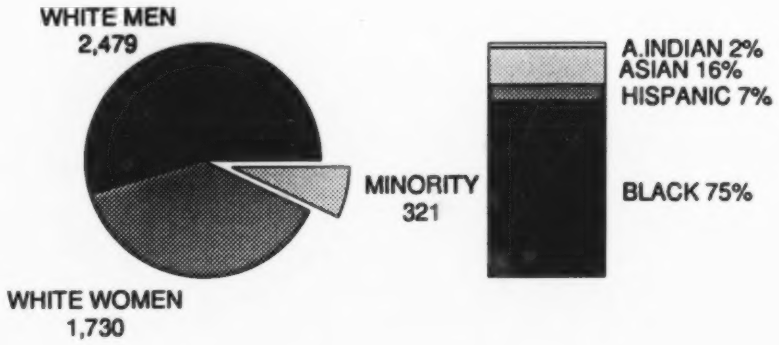
White men made up 63% and White women made up 29% of these full-time faculty.

All minority groups together constituted 9% of full-time faculty in 1987.

Blacks made up 78% of the full-time minority faculty.

Asian faculty were the second largest minority group (at 13%), followed by Hispanics (6%) and American Indians (2%).

PART-TIME COMMUNITY COLLEGE FACULTY, 1987



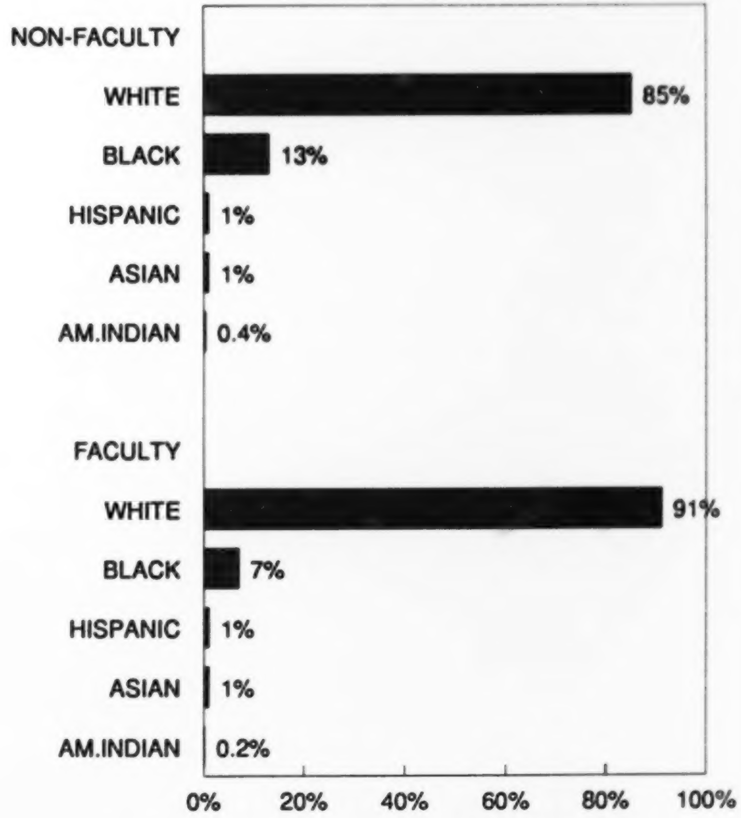
Forty percent of community college faculty in Michigan were employed on a part-time basis in 1987.

White men made up 55% of these faculty and White women accounted for another 38%.

Minority members accounted for 7% of part-time faculty, less than their proportion of full-time faculty.

As with full-time faculty, Blacks and Asians made up the greatest numbers of minority part-time faculty.

COMMUNITY COLLEGE FACULTY AND STAFF, 1987

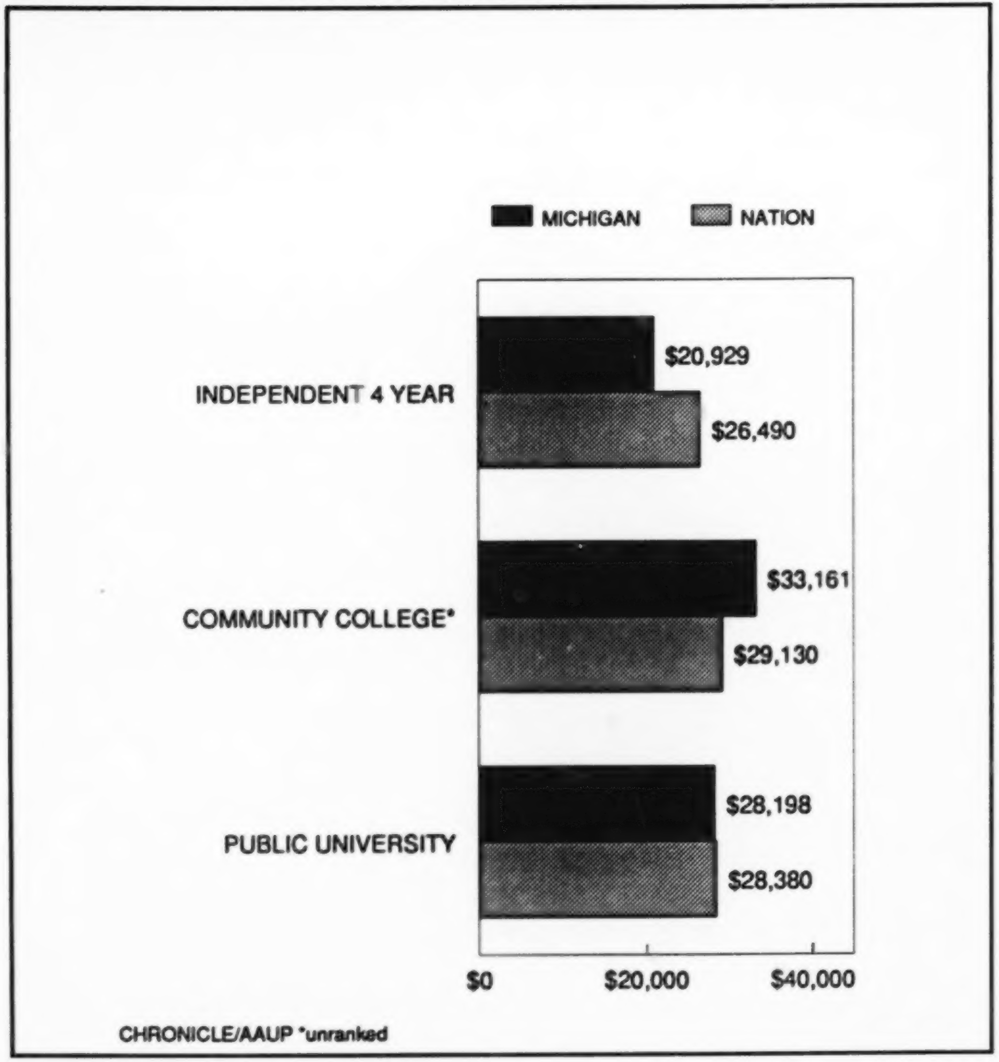


Most of the more than 7,000 community college faculty and staff were white at almost all community colleges in Michigan.

Blacks made up almost 13% of nonfaculty numbers, but only 7% of faculty numbers.

Hispanic, Asian and American Indian employees each made up no more than 1% of faculty or non-faculty positions.

SALARY OF ENTRY LEVEL FACULTY, 1987



CHRONICLE/AAUP *unranked

Assistant professor is the entry rank for colleges and universities that use academic ranks. New faculty who have completed all required academic training typically keep that rank for several years. Assistant professors may be on a tenure track or may be hired on a non-tenure basis.

Average salaries paid to assistant professors in Michigan are lower than in the nation as a whole. National data from a study by the American Association of University Professors, shown here, do not include doctoral institutions, which reported a $31,480 national average in 1987.

Across the nation, independent college salaries were typically lower than comparable public salaries. Community college faculty (unranked) in Michigan earned on average more than the national average.

Average faculty salary in the U.S. rose 129% from 1972 to 1986, while salaries for employed professionals in business, science and law rose 170%.

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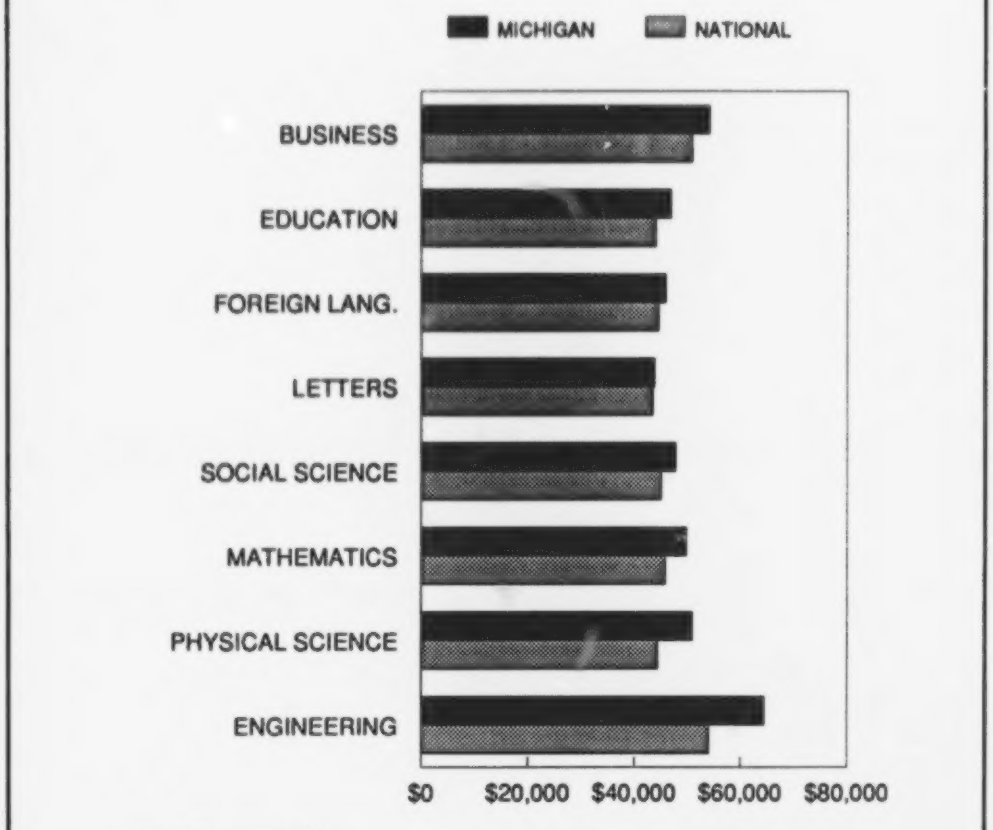
UNIVERSITY SALARY BY DISCIPLINE



1988 HEIDI; 1988 AASCU

Within a university, faculty salaries may vary considerably by rank, discipline, length of contract and achievement level of individuals.

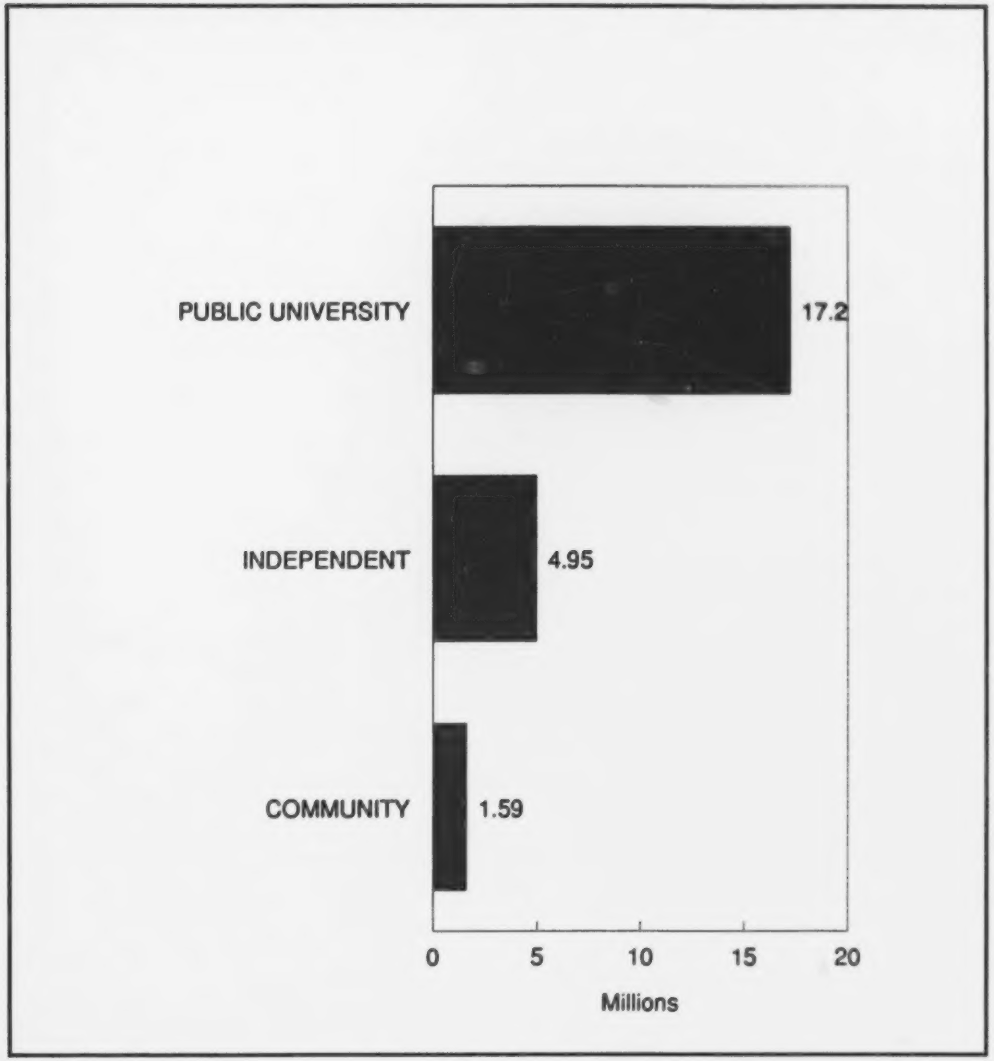
Michigan's patterns of high and low salary by discipline are very consistent with national patterns: Full professors in Engineering and Business typically earned more than full professors in Letters, Education or Foreign Languages. Generally, highest salaries are earned in disciplines where industry and business also recruit faculty. Full professors in Engineering averaged $64,374, more than $20,000 above the average in Letters.

Professional school salaries may be higher: for instance, the average for full professors in Michigan public law schools was $79,000.

For each discipline, full professors in Michigan earned somewhat higher salaries than the national average.

LIBRARY

LIBRARY VOLUMES AT MICHIGAN CAMPUSES, 1988

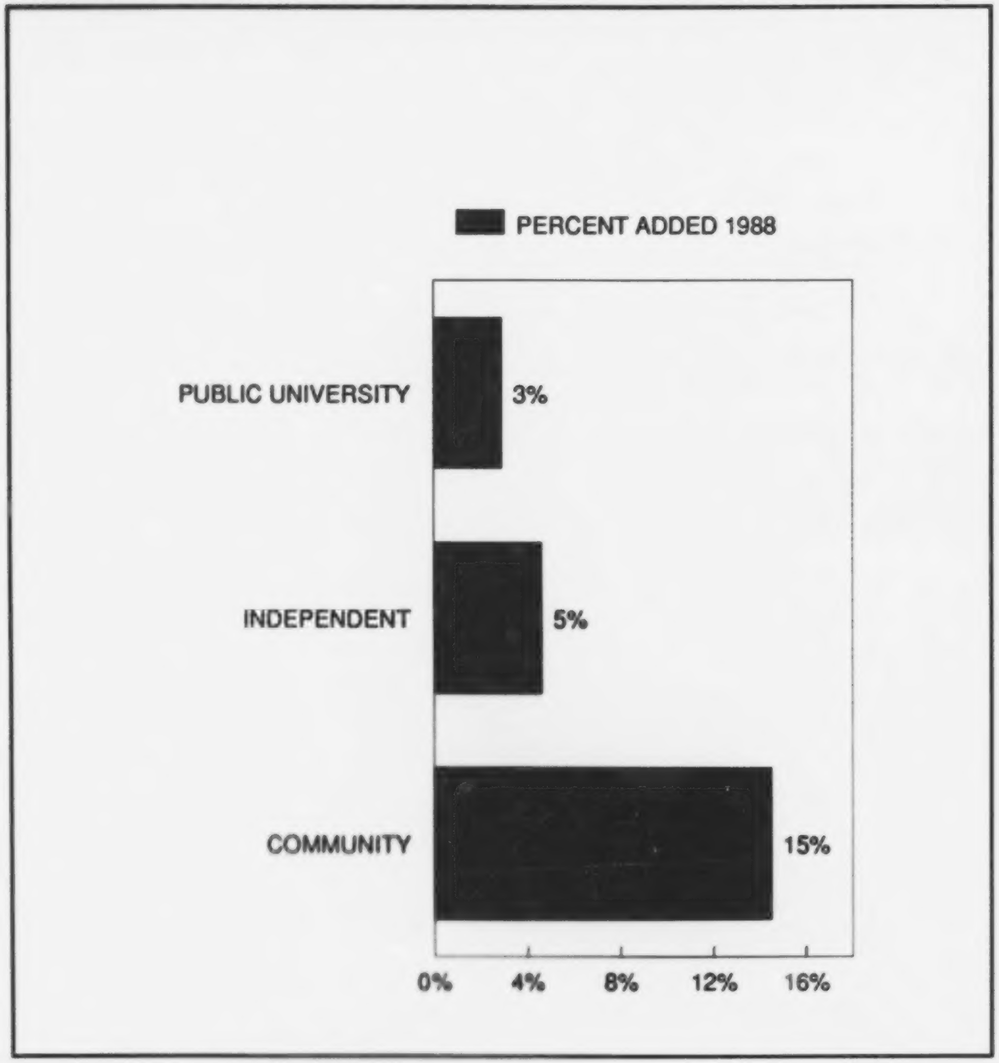


The public and independent universities, colleges and community colleges of Michigan reported library holdings that included almost 25 million volumes in 1988. The greatest number of volumes were reported by the public universities. These numbers correspond to some national patterns. Research libraries at universities hold older material longer, while community and technical colleges discard older material in favor of up-to-date technical material.

National patterns show that libraries often have less than half as many distinct titles as they have volumes; this may vary somewhat depending on the level of specialization of the library.

Most colleges maintain a central library and occasionally a few branches. Michigan State University and the University of Michigan at Ann Arbor, however, each reported 14 branch libraries.

NEW VOLUMES ADDED TO COLLECTIONS, 1988



College and university libraries in Michigan added more than 900,000 volumes to their collections during 1988.

Universities added almost half a million volumes, representing a 3% increase.

Community colleges added the largest percentage increase, at more than 200,000 new volumes.

Independent colleges increased their holdings of books by more than 200,000.

Many libraries also reported extensive holdings in a variety of media like microfilm, government documents, graphics, audio or video units, film and manuscripts for a 5% increase.

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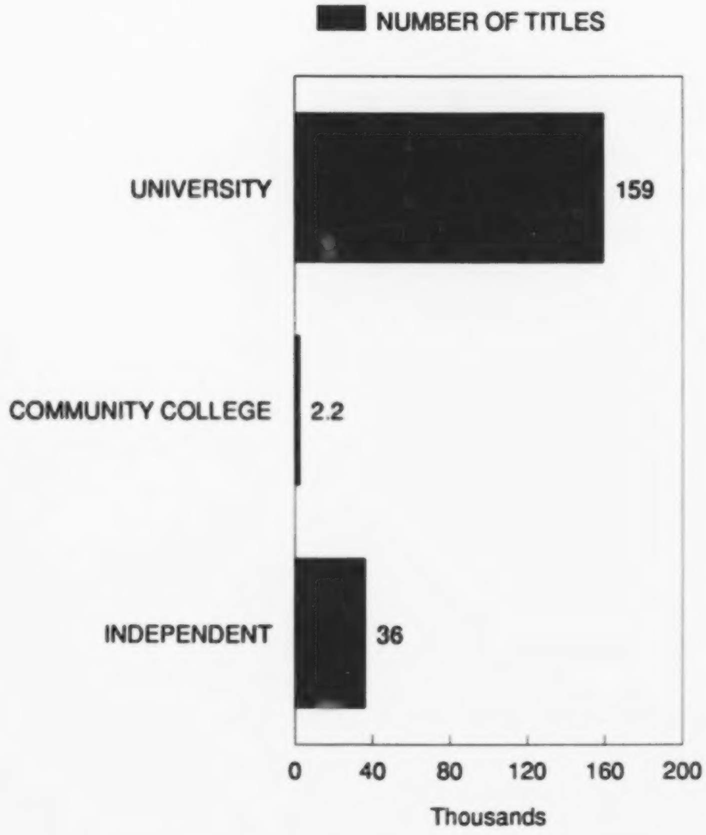
CURRENT SUBSCRIPTIONS, 1988

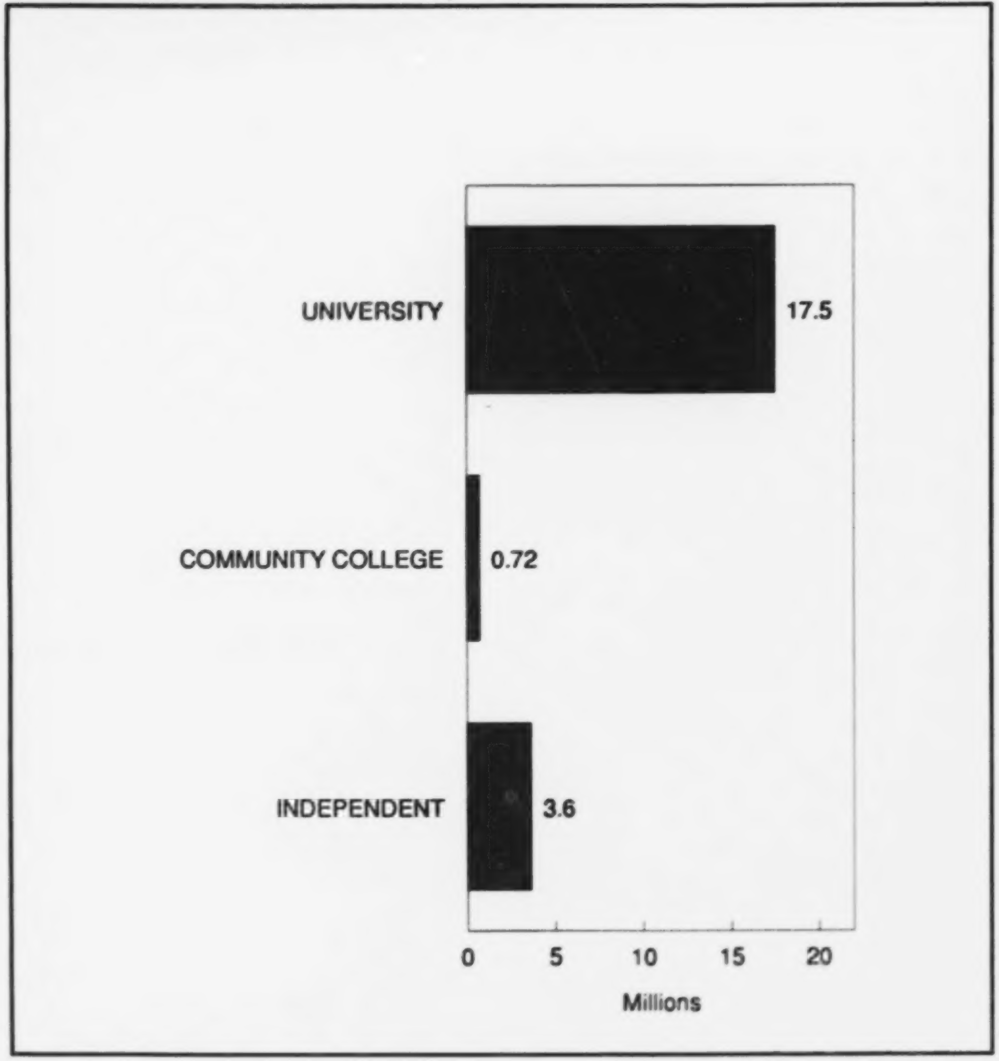


Colleges and universities reported almost 200,000 subscriptions during 1988. These include subscriptions to periodicals and to government document series.

Public universities held the greatest number of subscriptions. The University of Michigan at Ann Arbor accounted for more than 60,000 subscriptions, followed by Michigan State University and Wayne State University.

Independent colleges and universities and community colleges, with fewer specialized research responsibilities, reported smaller subscription holdings.

MICROFORM TITLES, 1988



More than twenty million microform titles were held by public and independent colleges in Michigan. Use of microform reduces library space needs, particularly for bound journals.

Greatest numbers of microform titles were reported by the University of Michigan at Ann Arbor, Michigan State University and Ferris State University.

Universities added more than 800,000 microform units during 1988 (5%), while independent colleges added another 116,000 (3.4%) and community colleges added 81,000, (11.2%) to their collections.

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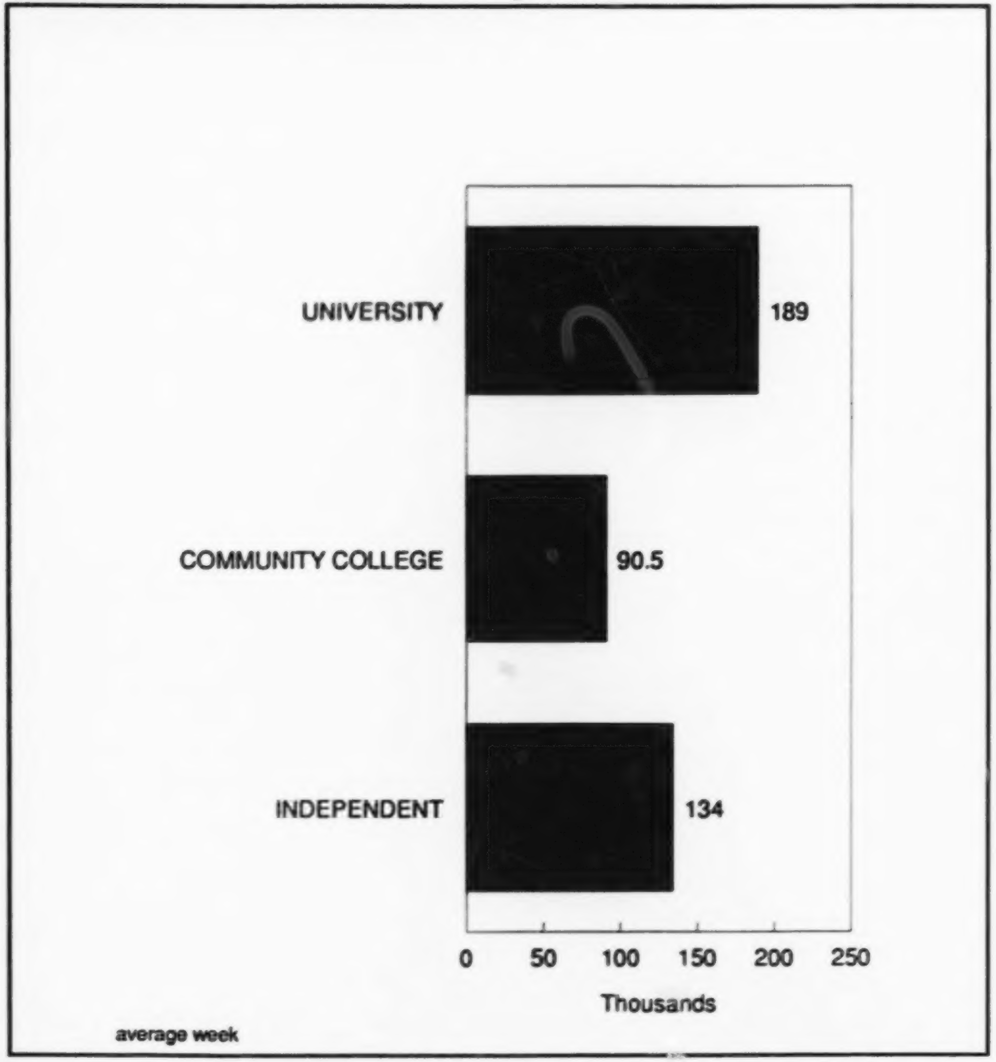
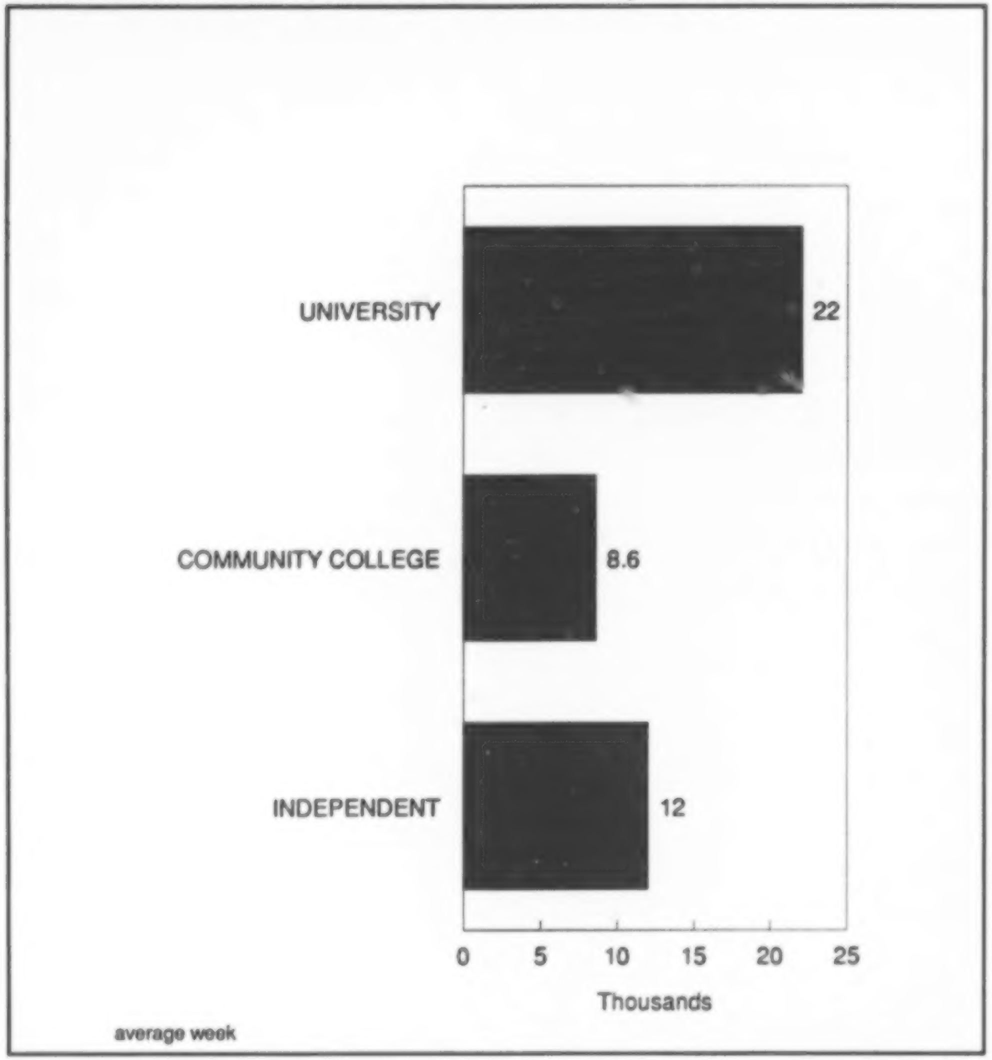
LIBRARY ATTENDANCE, 1988



Librarians were asked to tally the typical attendance level during an average week in 1988. Almost 300,000 library patrons were estimated by the librarians who were able to respond. This is an underestimate since the largest libraries, at the University of Michigan at Ann Arbor and at Michigan State University, were unable to measure attendance. These two universities alone reported more than two million library loans during the year, across general holdings and special collections.

Attendance levels were high in all sectors of higher education.

REFERENCE TRANSACTIONS, 1988



During a typical week in 1988, more than 40 thousand reference transactions were usually handled by college and university libraries in Michigan. Michigan State University was unable to answer the question, reducing the number of transactions markedly.

Reference transactions were almost as frequent at community colleges as independent colleges.

As more published materials are organized into online databases, libraries have engaged more in database searches. Colleges vary greatly in the frequency of database searches, from only a few per week at many colleges and universities to hundreds per week at major research universities like the University of Michigan and Michigan State University.

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THE DATA SOURCE

In 1984, The Governor's Commission on the Future of Higher Education in Michigan recognized the need for a consistent source of information on higher education in Michigan, for use in policy analysis and debate. The integration of higher education data, in the form of the Michigan Postsecondary Education Database System and the Postsecondary Information Unit, has been funded for four years by the Michigan legislature.

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